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ABSTRACT

This report analyzes the national 2000 School Survey on Crime and Safety (SSOCS), which surveyed 2,270 regular public K-12 schools regarding school crime and safety. The study asked school principals about the characteristics of school policies, school violence prevention programs and practices, violent deaths at school and elsewhere, frequency of crime and violence, disciplinary problems and actions, and other school characteristics associated with school crime. Results indicated that 71 percent of the schools experienced at least one violent incident in 1999-00 (including rape, sexual battery other than rape, physical attacks or fights with and without a weapon, threats of physical attack with and without a weapon, and robbery with and without a weapon). Overall, approximately 1,466,000 such incidents were reported. One or more serious violent incidents occurred in 20 percent of all public schools. Secondary schools, city schools, schools with the lowest achievement, and schools where students had a larger number of classroom changes were the most likely to report violent incidents. About 7 percent of public schools accounted for 50 percent of the total violent incidents. Tables of estimates, tables of standard errors, figures, and an appendix (SSOCS Questionnaire) comprise the bulk of the document. (Contains 37 references.) (SM)

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School Survey On Crime & Safety

Violence in U.S. Public Schools

2000 School Survey on Crime and Safety

Statistical Analysis Report

U.S. Department of Education
Institute of Education Sciences
NCES 2004-314

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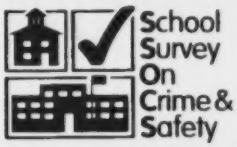

U.S. Department of Education
Institute of Education Sciences
NCES 2004-314

Violence in U.S. Public Schools

2000 School Survey on Crime and Safety

Statistical Analysis Report

October 2003

Amanda K. Miller
Education Statistics Services Institute/
American Institutes for Research

Kathryn Chandler
Project Officer
National Center for
Education Statistics

U.S. Department of Education
Rod Paige
Secretary

Institute of Education Sciences
Grover J. Whitehurst
Director

National Center for Education Statistics
Val Plisko
Associate Commissioner

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Content Contact:
Kathryn Chandler
(202) 502–7486
Kathryn.Chandler@ed.gov

Executive Summary

In the United States, school safety continues to be a priority for educators, policymakers, parents, and the public (Elliott, Hamburg, and Williams 1998). Schools are responsible for the effective education of their students, and creating an environment in which students and teachers are safe is an important component of the education process. A safe school is necessary for students to learn and teachers to teach.

As a result of highly publicized acts of extreme violence, increased national attention has focused on crime and violence in public schools. Reliable data collection is important in order to understand the extent to which American schools experience crime and violence, and to prevent emerging problems. Because of the need for accurate information on crime, violence, and disorder, the National Center for Education Statistics (NCES) administered the 2000 School Survey on Crime and Safety (SSOCS), a survey of public schools in the United States. SSOCS is a nationally representative sample of 2,270 regular public elementary, middle, secondary, and combined public schools. It was designed to provide an overall picture of school crime and safety in the United States by asking school principals about the characteristics of school policies, school violence prevention programs and practices, violent deaths at school and elsewhere, frequency of crime and violence, disciplinary problems and actions, and other school characteristics that have been associated with school crime.

The federal government has collected data about the safety of American schools from school principals for several decades. The first large-scale study, the Safe Schools Study, was administered to principals, teachers, and students in the 1970s. Since that time, the Department of Education has periodically collected information about crime and safety from school principals. SSOCS builds upon previous surveys conducted by NCES using the Fast Response Survey System (FRSS). These surveys collected a limited amount of information about crime and violence, disciplinary actions and problems, and policies related to school crime. The 2000 SSOCS questionnaire expanded on these topics, and included additional topics related to school practices to prevent or reduce crime, violence prevention programs and activities, and other school characteristics that may be associated with the presence of crime at school.

One of the topics covered by SSOCS was violence-related activities that occurred at public schools during the 1999–2000 school year. The focus of this report is the presence of violence and serious violence (a subset of violence) that occurred in American public schools. The incidents of violence collected in SSOCS included rape, sexual battery other than rape, physical attacks or fights with and without a weapon, threats of physical attack with and without a weapon, and robberies with and without a weapon. The measure of serious violence is a subset of these items that includes all of the incidents described above with the exception of physical attacks or fights without a weapon and threats of physical attacks without a weapon.

This report provides the first analysis of the 2000 SSOCS. Additional information about this survey and other school crime surveys can be found at *http://nces.ed.gov/programs/crime*. The following are some of the key findings found in this report:

Incidents of Violence in Public Schools

- According to school principals, 71 percent of public elementary and secondary schools experienced at least one violent incident during the 1999–2000 school year (including rape, sexual battery other than rape, physical attacks or fights with and without a weapon, threats of physical attack with and without a weapon, and robbery with and without a weapon). In all, approximately 1,466,000 such incidents were reported in public schools.
- One or more serious violent incidents (including rape, sexual battery other than rape, physical attacks or fights with a weapon, threats of physical attack with a weapon, and robbery with and without a weapon) occurred in 20 percent of public schools.

School Demographic Characteristics and Violence

- Secondary schools were more likely than elementary, middle, and combined schools to report a violent incident during the 1999–2000 school year (92 percent of secondary schools vs. 61 percent, 87 percent, and 77 percent for elementary, middle, and combined schools, respectively). Elementary schools were less likely to report a serious violent crime than middle or secondary schools, between which no differences were detected in their likelihood of reporting a serious violent incident (14 percent of elementary schools vs. 29 percent for middle schools and 29 percent for secondary schools).
- In the 1999–2000 school year, the size of a school's student enrollment was related to the prevalence of both violent and serious violent incidents. That is, as enrollment size increased, schools were more likely to report one or more violent or serious violent incidents.
- City schools (77 percent) were more likely than urban fringe schools (67 percent) to report an occurrence of at least one violent incident during the 1999–2000 school year, while no differences were detected among schools in other locations. When looking at serious violent incidents, however, no such differences were detected when comparing schools in city, urban fringe, or town locations. Rural schools (12 percent) were less likely than schools in cities (27 percent), urban fringe areas (22 percent), or towns (20 percent) to experience a serious violent incident.
- Principals reporting that their students lived in neighborhoods with high or mixed levels of crime were more likely to report a violent or serious violent incident than those principals with students who lived in neighborhoods with low levels of crime.

Characteristics of the Student Population

- Schools with the largest percentage (more than 15 percent) of students below the 15th percentile on standardized tests were more likely than those schools with the smallest percentage (0–5 percent) of students below the 15th percentile to have experienced at least one violent or serious violent incident.
- The percentage of students who principals felt considered academics to be very important was inversely related to the prevalence of violent and serious violent incidents. As the percentage of students who considered academics important increased, the likelihood of schools experiencing a violent or serious violent incident decreased.

School Administrative Practices

- During the 1999–2000 school year, schools in which students have a larger number of classroom changes in a typical school day were more likely to experience at least one violent or serious violent incident.

School Disorder

- Schools in which a greater number of serious discipline problems (3 or more problems) occurred were more likely to experience a violent or serious violent incident than schools with fewer discipline problems (0 to 2 problems).
- Schools that reported at least one disruption (such as a bomb or anthrax threat) were more likely to experience a violent or serious violent incident than those that did not have any disruptions during the 1999–2000 school year.

Relationship Between School Characteristics and Violence and Serious Violence

- While controlling for other factors, six school characteristics were related to the prevalence of violent incidents in public schools during the 1999–2000 school year, including school level, urbanicity, academic importance, number of classroom changes, number of serious discipline problems, and number of schoolwide disruptions.
- Five school characteristics were related to the likelihood that a school would experience at least one serious violent incident, while controlling for all other factors: enrollment size, urbanicity, percentage of males, number of serious discipline problems, and number of schoolwide disruptions.

Patterns of School Violence

- During the 1999–2000 school year, 7 percent of public schools accounted for 50 percent of the total violent incidents that were reported. Approximately 2 percent of schools accounted for 50 percent of the serious violent incidents.
- When comparing the characteristics of those schools with a high number of incidents (those schools in which 50 percent of violent incidents occurred) to those schools with no incidents or a low-to-moderate number of incidents, school level, enrollment size, urbanicity, crime where students live, number of classroom changes, number of serious discipline problems, and number of schoolwide disruptions were related to the number of violent incidents.
- When compared to schools with either no incidents or a low-to-moderate number of incidents, schools with a high level of serious violent incidents differ by enrollment size, percent of students below the 15th percentile on standardized tests, student-to-teacher ratio, number of serious discipline problems, number of students transferring from the school, and number of schoolwide disruptions.

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The 2000 School Survey on Crime and Safety would not be possible without the continued support of Bill Modzeleski and the Department of Education's Office of Safe and Drug-Free Schools. Their support of the data collection and reporting on school crime and safety made this report possible.

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Introduction

The safety of American schools is a major concern to educators, parents, students, and policymakers. Schools officials are entrusted with the responsibility of keeping students and faculty safe from harm. They also are responsible for creating environments that are conducive to effective education. If students are to learn, and teachers are to teach, schools need to be free from the distractions, concerns, and apprehensions that are associated with crime and violence.

National attention has focused on the issue of crime and violence in public schools as a result of highly publicized acts of extreme school violence. School officials and policymakers have difficulty knowing which media reports reflect problems that are nationwide, and which are relevant only to some schools. In order to better understand the magnitude and nature of the problems of disorder, crime, and violence in American schools, it is important to collect data that can inform educators and policymakers. Individual school officials also may want to know how they compare to national estimates in order to assess the level of their own problems.

The federal government has collected data on crime and safety in American schools for the past several decades. In order to assess the number of schools affected by violence or crime, the Safe Schools Study was undertaken in the late 1970s. The study was based on a mail survey of over 4,000 schools and on-site visit surveys of 642 schools, as well as case studies of 10 of those schools. This large-scale study was the first of its kind to include participation from principals, teachers, and students.

The Safe Schools Study represented a comprehensive effort to look at all of the populations in schools in one study. However, other studies exist for specific populations. The National Crime Victimization Survey (NCVS) is a household survey that serves as the nation's primary source of information on the victims of crime. The NCVS has been surveying households since 1972 about experiences with crime, and students have been among those interviewed. Therefore, NCVS provides a vehicle for estimating the percentage of the student population between the ages of 12 and 18 who experience victimization at school.

The National Center for Education Statistics (NCES) sponsors the School Crime Supplement (SCS) to the National Crime Victimization Survey. The SCS was administered in 1989, 1995, 1999, 2001, and 2003 to students who responded to the NCVS. Students are asked questions regarding their experiences with victimization at schools, as well as preventive measures used by schools, participation in afterschool activities, students' perceptions of school rules, the presence of weapons and street gangs at school, the presence of hate-related words and graffiti, bullying, and drug availability.

Another survey program that provides information about the experiences of students at school is the National School-Based Youth Risk Behavior Survey (YRBS). The YRBS has collected data from students at school in 1993, 1995, 1997, 1999, and 2001. The focus of the study is on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both

youth and adulthood. Some of these behaviors include the use of alcohol, tobacco, and illegal drugs, carrying weapons, physical fights, attempted suicide, and unsafe sexual behavior.

In order to provide data from the perspective of the school, NCES collected several one-time surveys of school principals using the Fast Response Survey System (FRSS). In 1991, the FRSS Principal Survey on Safe, Disciplined, and Drug-Free Schools was administered to approximately 900 principals. This FRSS included information regarding student offenses, school policies, disciplinary actions, and other aspects of school safety.

As a follow-up to the 1991 FRSS, a FRSS Principal/School Disciplinarian Survey on School Violence was administered to 1,234 public elementary and secondary school principals during the 1996–97 school year. The 1996–97 FRSS included information regarding incidents of crime and violence, disciplinary actions, discipline problems, and school policies related to school crime.

To continue the collection of information from schools, NCES conducted the School Survey on Crime and Safety (SSOCS) in the spring and summer of 2000. SSOCS was administered to public elementary, middle, secondary, and combined school principals in regular schools in the 50 states and the District of Columbia. The survey is a nationally representative cross-sectional survey of 2,270 principals of public schools that responded to the questionnaire.

The 2000 SSOCS built on earlier surveys of school crime and safety conducted using the FRSS, and includes topics similar to those collected in other studies. SSOCS included some topics similar to those collected in the FRSS survey, such as incidents of crime and violence, disciplinary actions, discipline problems, and use of security measures. The 2000 SSOCS questionnaire expanded the coverage of the topics from the FRSS, and it included additional questions regarding school policies and practices, violence prevention programs and activities, and other school characteristics that could be associated with school crime and violence.

As with the previous FRSS survey, SSOCS attempted to provide a general picture of school crime and safety in American public schools. Principals are the best respondents to address the conditions of schools as a whole. They are able to report on the presence of crime and violence, the amount of discipline that occurs, the presence of programs and policies designed to prevent or reduce crime and violence, the involvement of teachers and parents, as well as other school practices. It would be difficult for students, teachers, or parents to provide information about the conditions of the entire school that SSOCS asked of the principals.

Although principals can provide a good picture of conditions in public schools, some limitations do exist regarding the information that they can provide. Principals can only provide the number of incidents that have been brought to their attention. When collecting estimates of crime from principals, it is possible that they will provide an undercount of the actual incidents of crime that may have occurred during the school year because some incidents may not have been reported to them. In addition, SSOCS may have asked for information that principals did not keep. If they did not systematically track the information from the beginning of the school year, it would be difficult to retrace that information at the end of the school year.

SSOCS collected a wide variety of information from principals regarding school crime and safety issues; however, this report will focus on the violence that occurred in schools during 1999–2000. In order to provide a better context for examining the measures of violence gathered from principals, SSOCS also collected information about the characteristics of the public schools. Survey findings are presented by the following school and student characteristics:

School demographic characteristics

- School level: elementary, middle, high, combined
- Enrollment size: less than 300 students, 300 to 499 students, 500 to 999 students, 1000 or more students
- Urbanicity: city, urban fringe, town, rural

- Crime level where students live: high, moderate, low, and mixed

Characteristics of the student population

- Percent minority enrollment: 0 to 5 percent, 6 to 20 percent, 21 to 50 percent, more than 50 percent
- Percent of students eligible for the free and reduced-price lunch program: 0 to 20 percent, 21 to 50 percent, more than 50 percent
- Percent of students below the 15th percentile on standardized tests: 0 to 5 percent, 6 to 15 percent, more than 15 percent
- Percent of students likely to attend college after high school: up to 35 percent, 36 to 60 percent, more than 60 percent
- Percent of students who consider academics to be very important: up to 25 percent, 26 to 50 percent, 51 to 75 percent, more than 75 percent
- Percent male enrollment: up to 44 percent, 45 to 55 percent, more than 55 percent

School administrative practices

- Student-to-teacher ratio: Less than 12:1, 12:1 to 16:1, More than 16:1
- Number of classroom changes: 0 to 3 changes, 4 to 6 changes, more than 6 changes
- Use of paid law enforcement: regular use of law enforcement, no regular use of law enforcement

School disorder

- Number of serious discipline problems: no problems, 1 problem, 2 problems, 3 or more problems
- Transfers as a percentage of enrollment: up to 5 percent, 6 to 10 percent, 11 to 20 percent, more than 20 percent
- Prevalence of schoolwide disruptions: no disruptions, any disruptions
- Percent of students absent without excuses: none, 1 to 2 percent, 3 to 5 percent, 6 to 10 percent, more than 10 percent

The analysis included in this report examines the relationship between the characteristics of the schools described above and types of violence that occurred during the 1999–2000 school year. While this analysis will show that a majority of the incidents occur in relatively few schools, it is important to examine all of the schools that have experienced any violence during the school year. This analysis allows for comparison of the characteristics of those schools that have experienced any type of violence with those that have not had violence occur during the school year.

The *Incidents of Violence in Public Schools* section of the report describes the relationship between individual school characteristics and those schools that experienced at least one of the violent incidents, as well as schools that experienced a subset of those incidents that constitute more serious measures of violence. An additional analysis of these measures of the prevalence of violence and serious violence is included in the *Relationship between School Characteristics and Violence and Serious Violence* section. Because the various characteristics of schools may be related to one another, this section uses analysis that allows for the relationship between the prevalence of both violent and serious violent incidents and the school characteristics to be examined in concert. Finally, a further analysis of the incidents of both violence and serious violence is included in the *Patterns of School Violence* section. This section includes a more detailed look at those schools that account for the majority of violent and serious violent incidents. The total number of incidents is examined to isolate those schools that are experiencing the most violence and serious violence, and identify the characteristics of those schools.

Measuring Incidents of Crime and Violence

Public school principals were presented with a list of crimes and asked to report the total number of incidents of each crime for the 1999–2000 school year. Principals were instructed to report on the number of incidents of each type of crime regardless of the number of offenders or victims involved in each event. The number of incidents of the following crimes was collected: rape, sexual battery other than rape, physical attack or fight with and without weapons, threat of physical attack with or without weapons, robbery with or without weapons, theft, possession of firearms or explosive devices, possession of knives or sharp objects, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, and vandalism. Definitions were provided for some of these crimes and can be found in the glossary. Additional information collected about the incidents was the number of these incidents that were reported to the police or other law enforcement, the number that were hate crimes, and the number that were gang-related.[1]

The principals were provided with instructions that clarified what types of incidents should be included in each section. They were instructed to include incidents regardless of whether the people involved were students, and whether they occurred during school or after school hours. The location of the incidents was restricted to include only those that occurred in the school building, on the school grounds, on the school bus, or at places that were holding school-sponsored events or activities. If an incident contained more than one crime, the principal was asked to count only the most serious offense. The example provided in the survey was that if an incident included rape and robbery, the incident should be counted only as a rape. The final instruction to principals was to omit any incidents that occurred during the school year, but did not fit within the specific categories of crimes that were provided.

Each crime type (e.g., rape, sexual battery other than rape, robbery) provides an important picture of what is occurring in the nation's schools. In order to allow for comparisons among all of these types of incidents, the estimates have been combined into four groups. These groups are violent incidents, serious violent incidents, theft incidents, and other incidents, and are shown in tables 1 and 2. The estimates for specific crime types can be found in tables 3, 4, 5, and 6.

The measure of violent incidents was created to provide an overall estimate of any type of violence that may occur in schools. Violent incidents include rape, sexual battery other than rape, physical attacks or fights with and without a weapon, threats of physical attack with and without a weapon, and robberies with and without a weapon. The measure of serious violent incidents looks at the subset of violent incidents that are traditionally considered to be the most severe forms of violence. Serious violent incidents in SSOCS only include rape,

[1] Because of the small size of the estimates for those incidents that were hate crimes or gang-related, these estimates will not be included in this report. For more information about the data available in SSOCS, see *2000 School Survey on Crime and Safety: Detailed Data Documentation.*

sexual battery other than rape, physical attacks or fights with a weapon, threats of physical attack with a weapon, and robberies either with or without a weapon. Incidents that could be characterized as simple assaults, such as physical attacks or fights or threats of physical attacks without weapons, are included in violent incidents, but are excluded from the measure of serious violent incidents. For example, routine physical fights between students that occur in many schools are included in violent incidents, but are excluded from serious violent incidents. The serious violence measure allows a look at how many of the nation's public schools experienced the most severe type of violence during the 1999–2000 school year.

Incidents of Violence in Public Schools

In 1999–2000, 71 percent of public elementary and secondary schools experienced at least one violent incident (table 1). Approximately 1,466,000 violent incidents occurred in public schools that year. Of those crimes included as violent incidents, physical attacks or fights without a weapon occurred in the highest percentage of schools, with 64 percent of all public schools experiencing at least one incident (table 3). Threats of physical attack without a weapon was the crime reported by the second highest percentage of schools, with 52 percent of schools reporting at least one such incident (table 4). A smaller percentage of schools experienced any of the other types of incidents asked in the 1999–2000 school year, ranging from 11 percent of schools that experienced at least one threat of a physical attack with a weapon to 1 percent or less of public schools that experienced at least one robbery with a weapon or rape, respectively (tables 3–6).

Thirty-six percent of all public schools experienced at least one violent incident that they reported to the police or other law enforcement (table 2). Of the 1.47 million violent incidents that occurred in public elementary and secondary schools during the 1999–2000 school year, around 257,000 were reported to police. Although this represents 18 percent of violent incidents being reported to police, regulations concerning notification vary by state and district as well as by the type of crime that has been committed. Therefore, some violent incidents, such as fights without a weapon, may not require police notification.

In the 1999–2000 school year, 20 percent of American public schools experienced at least one serious violent incident (table 1). In those schools, about 61,700 serious violent incidents occurred. The most commonly occurring serious violent crime was the threat of attack with a weapon, with 11 percent of schools experiencing at least one such offense during the 1999–2000 school year (table 4). The remaining serious violent offenses (rape, sexual battery other than rape, physical attack or fight with a weapon, and robbery with or without a weapon) occurred in 5 percent or less of schools that year.

Unlike violent incidents, the majority of serious violent incidents (56 percent) that occurred in public elementary and secondary schools were reported to law enforcement (table 2). Principals in those schools that experienced at least one serious violent incident reported about 34,300 serious violent incidents to law enforcement during the 1999–2000 school year. Because of the nature and severity of these offenses, the higher rate of involvement of law enforcement is to be expected. Principals would likely be obligated to report these types of crimes to law enforcement in most districts, while the simple assaults included in violent incidents may not require police involvement.

Although the estimates provided in tables 2 through 7 include a detailed look at the types of incidents collected in the 2000 SSOCS, this report provides analysis of only the total number of violent and serious violent incidents reported by principals for the 1999–2000 school year.

School Demographic Characteristics

The prevalence of violence that occurs at school can be related to the school characteristics. In SSOCS, principals were asked to report information pertaining to the demographic characteristics of their schools, including the school level, enrollment size, location of the school, and level of crime in the students' neighborhoods.

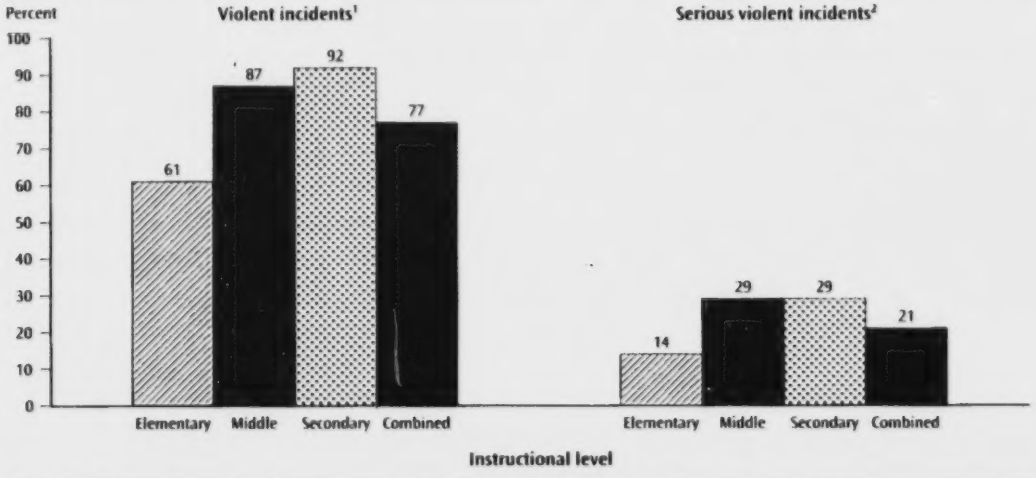
In past research, secondary schools have been more likely to experience crime and violence than elementary schools (National Institute of Education 1978; Heaviside et al. 1998). For some types of violence, such as fighting, studies have found middle schools more likely to experience these incidents than high schools (Crosse et al. 2001; Banks 1997). However, high schools report a higher prevalence of violent incidents, in general, than either middle or elementary schools (Heaviside et al. 1998).

Results from SSOCS found that during the 1999–2000 school year, the prevalence of violent incidents varied by the school level. Secondary schools were more likely than elementary, middle, and combined schools to have experienced a violent incident during the 1999–2000 school year (92 percent for secondary schools vs. 61 percent for elementary schools, 87 percent for middle schools, and 77 percent for combined schools (figure 1 and table 1).

As with violent incidents, secondary schools were more likely than elementary or combined schools to have experienced at least one serious violent incident during the 1999–2000 school year (14 percent for elementary schools vs. 29 percent for middle schools and 29 percent for secondary schools (figure 1 and table 1). However, there was no difference found between secondary schools and middle schools in the prevalence of serious violent incidents.

Some research suggests that a larger number of students contributes to the problem of violence in schools (Gottfredson 2001). One reason for this is that with more students interacting with one another, the opportunity for crime or violence is increased. In fact, studies have found that schools with more students report more

Figure 1. Percentage of public schools reporting at least one violent or serious violent incident, by school level: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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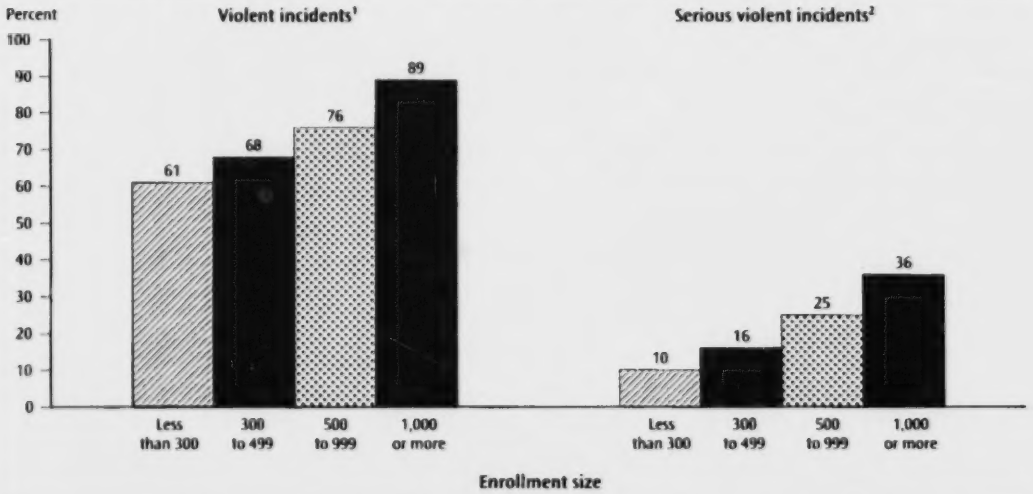
crime and violence than schools with fewer students (Gottfredson and Gottfredson 1985; Heaviside et al. 1998; Cantor and Wright 2001). An additional connection between school size and violence is suggested by Verdugo and Schneider (1999), who found that the greater the school size, the less likely the school is to utilize certain successful components of school safety programs. Specifically, teachers in larger schools were less likely than teachers in smaller schools to feel that the principal enforces school rules for student conduct and tends to support teachers, and rules for student behavior are consistently enforced by teachers.

SSOCS found that in the 1999–2000 school year, the size of a school's student enrollment was related to exposure to violent incidents. Smaller schools were less likely to experience violent incidents than larger schools (figure 2 and table 1). For example, 61 percent of schools with less than 300 students had a violent incident, while 89 percent of schools with 1,000 or more students experienced such an incident.

The relationship between the number of students enrolled in schools and the prevalence of serious violence is similar to that of violence. Those schools with larger student enrollments were more likely to experience a serious violent incident than schools with smaller enrollments (figure 2 and table 1). In 1999–2000, 10 percent of schools with the fewest students, less than 300 enrolled, reported a serious violent crime, while 36 percent of schools with the highest number of students, 1,000 or more, reported a serious violent incident.

The community surrounding a school may have an effect on the crime experienced in that school. Previous research suggests that the level of crime in schools reflects that of the community in which the school is located (National Institute of Education 1978; McDermott 1983; Gottfredson and Gottfredson 1985). For example, schools that are located in cities, which have traditionally experienced more crime, have exhibited higher rates of crime than those located in other neighborhoods (Heaviside et. al. 1998; Verdugo and Schneider 1999; Cantor and Wright 2001).

Figure 2. Percentage of public schools reporting at least one violent or serious violent incident, by enrollment size: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

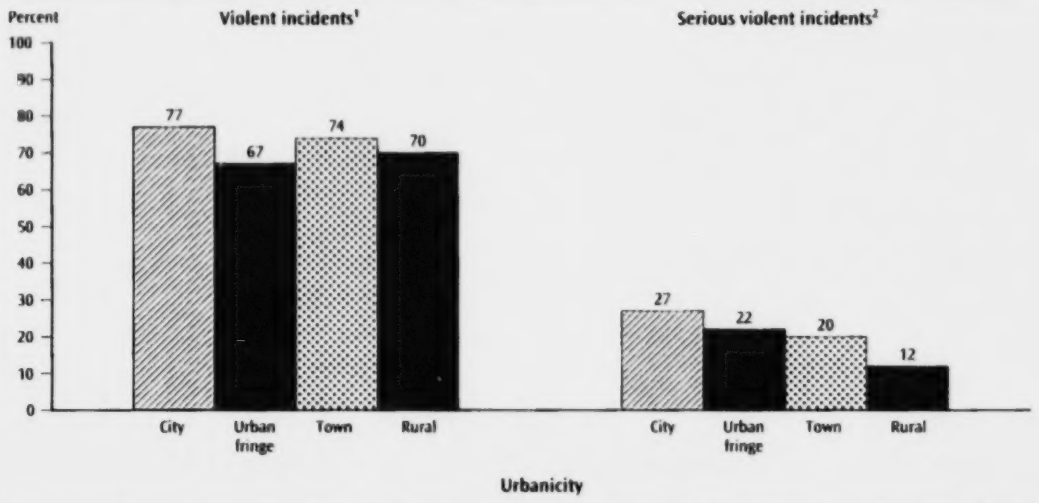
The 2000 SSOCS also found a relationship between the location of the school and the likelihood that a school would experience one or more violent incidents. City schools (77 percent) were more likely than urban fringe schools (67 percent) to report at least one violent incident during the 1999–2000 school year, while no differences were detected among other locations (figure 3 and table 1).

The relationship between the location of schools and the prevalence of serious violent incidents is different than that reported for the prevalence of violent incidents. Rural schools (12 percent) were less likely than schools in cities (27 percent), urban fringe (22 percent), or towns (20 percent) to experience at least one serious violent incident (figure 3 and table 1). However, no such differences were detected when comparing city, urban fringe or town locations.

Researchers have found that students' attitudes towards violence and aggressive behavior in school can be influenced by the neighborhoods in which they live (Gottfredson 2001; Menacker and Weldon 1990). Therefore, it is important to observe the relationship between the crime level in the neighborhoods where students live and violence in the schools they attend.

During the 1999–2000 school year, principals were asked to describe the crime level in the neighborhoods where their students lived. They were instructed to choose whether the students lived in neighborhoods with a high level of crime, moderate level of crime, or low level of crime. Principals were also provided an option for mixed level of crime, meaning that students in their school represented diverse types of neighborhoods. Those principals who reported that their students lived in neighborhoods with high crime or mixed levels of crime were more likely to experience a violent incident in their schools than those principals with students who lived in neighborhoods with low levels of crime (84 percent of high levels of crime and 79 percent of mixed levels of crime vs. 68 percent of low levels of crime, respectively) (figure 4 and table 1).

Figure 3. Percentage of public schools reporting at least one violent or serious violent incident, by urbanicity: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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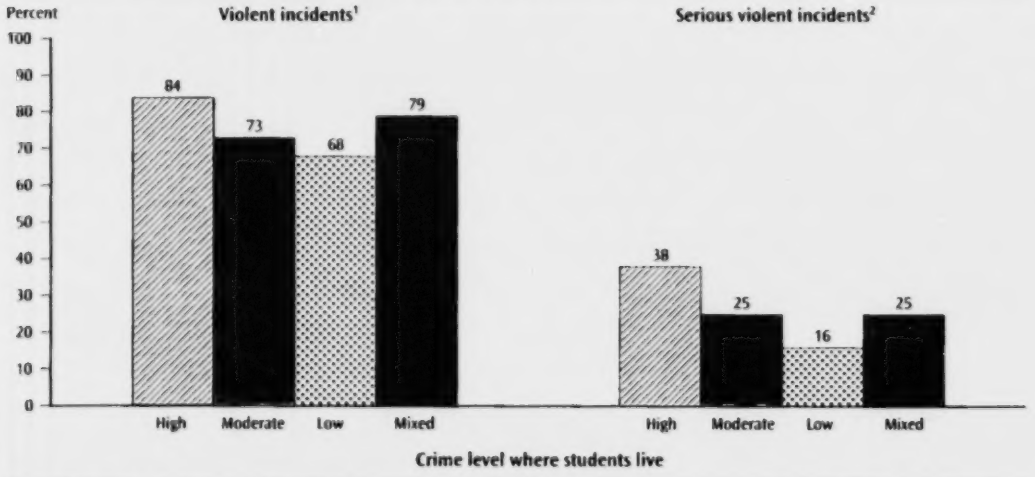
Principals who reported that their students lived in low crime neighborhoods were less likely to have indicated at least one serious violent incident in their schools than those with students living in neighborhoods with higher levels of crime. Specifically, 16 percent of schools with students who lived in low crime neighborhoods experienced a serious violent crime compared to 38 percent of schools with students in high crime neighborhoods, and 25 percent of schools with students in either moderate crime neighborhoods or mixed crime neighborhoods (figure 4 and table 1).

Characteristics of the Student Population

Violence occurring in a school can be related to the attributes of the school's student body. As shown in studies of juvenile offending and school violence, some students may be more likely to commit a violent act, while others may be more likely to be the victims of violence (Addington et al. 2002, Hawkins et al. 2000, Wasserman et al. 2003). Given that some students may be more likely to be exposed to violence both inside and outside of school (DeVoe et al. 2002; Addington et al. 2002), information was collected from principals about the student population. These characteristics included the percentages of the student population who were minorities, eligible to receive free or reduced-price lunch, below the 15th percentile on standardized tests, likely to attend college; who considered academics to be very important; and who were male.

Previous research has found that minority youth are exposed to violence more often than other children (Ellickson, Saner and McGuigan 1997). In the school setting, research does suggest that a larger number of minority students experience disciplinary referrals and actions (McCarthy and Hoge 1987; McFadden et al. 1992), but this does not necessarily reflect higher rates of offending behavior. Some studies have found a relationship between the amount of violence in schools and the percent of minority students (Heaviside et. al. 1998; Cantor and Wright 2001); however, other studies

Figure 4. Percentage of public schools reporting at least one violent or serious violent incident, by crime level where students live: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

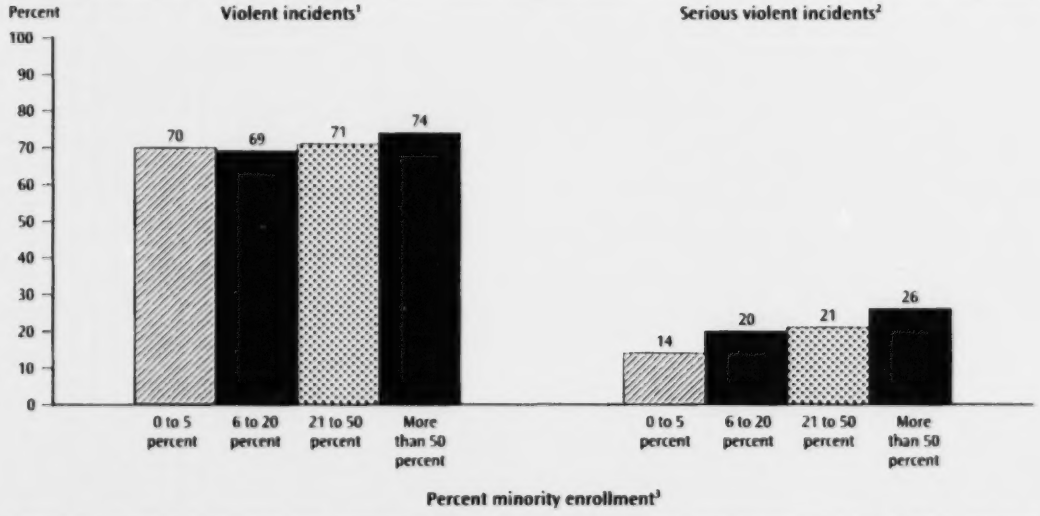
have found few differences in the racial composition of schools and the level of school violence (Hellman and Beaton 1986).

The percent of the student population that are minorities did not appear to have a strong relationship with violence in public schools during the 1999–2000 school year. No differences were detected between schools with varying levels of minority representation and the prevalence of violent incidents (figure 5 and table 1). However, a positive relationship existed between the percent of minority enrollment and the prevalence of serious violent incidents (figure 5 and table 1). As the percent of minority enrollment increased in schools so did the likelihood of schools experiencing at least one serious violent incident.

An additional measure of the student population that some research has found to have an effect on violence and crime in schools is the socioeconomic status of students. While some studies have found that the poverty rate of the students served by a school does have a relationship to the presence of crime and violence (Verdugo and Schneider 1999), others have found no relationship at all between measures of student poverty and crime and violence at school (Heaviside et al. 1998; Crosse et al. 2002).

The 2000 SSOCS did not collect information on the socioeconomic status of individual students. However, one commonly used measure of the school population that provides some information about socioeconomic status is the percent of students eligible to receive free or reduced-price school lunch. The free or reduced-price school lunch program is a component of the National School Lunch Program designed to provide students whose family income is near or below poverty level with nourishing meals. Therefore, the percent of students in a school that are eligible to receive free or reduced-price school lunch can serve as a measure of low income.

Figure 5. Percentage of public schools reporting at least one violent or serious violent incident, by percent minority: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[3]Some schools are omitted from these categories because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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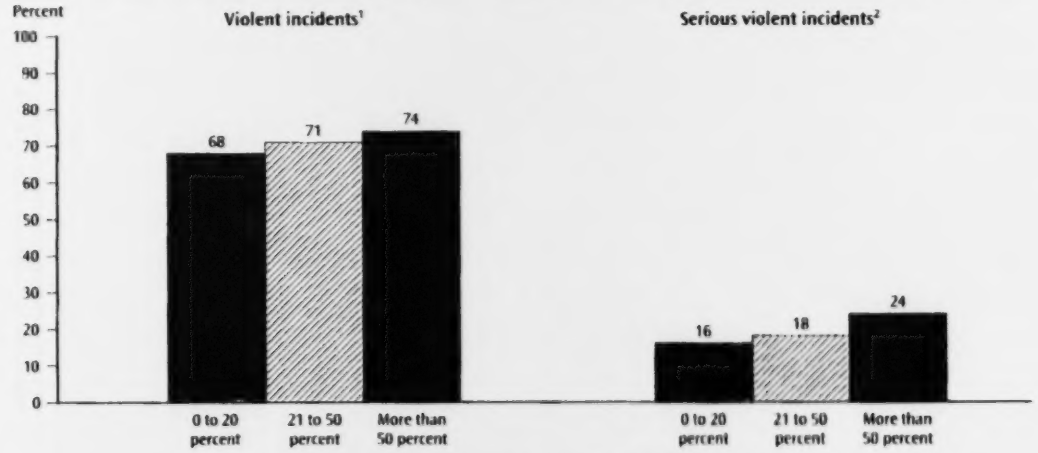
During the 1999–2000 school year, no differences were detected between schools with different percentages of the school population that received free and reduced-price school lunch and whether any violent incident occurred at the school (figure 6 and table 1).

The relationship observed between the percent of students who were eligible to receive free or reduced-price lunch and the prevalence of violence is different from that for the prevalence of serious violence. Schools with the highest percentage of students eligible for free or reduced-price lunch were more likely to experience one or more serious violent incidents than those with smaller percentages of students eligible for the program (figure 6 and table 1). For example, schools with more than 50 percent of the population eligible to receive free or reduced-price lunch were more likely to experience a serious violent incident than schools with between 0 and 20 percent and 21 to 50 percent of students eligible for free and reduced-price lunch (24 percent vs. 16 percent and 18 percent, respectively).

The relationship between academic performance and violence in schools is of particular concern to educators. Research has found a relationship between poor academic performance and delinquent behavior (Maguin and Loeber 1995). It has been suggested that poor academic achievement or lack of academic engagement leads to frustration that may result in delinquent behavior (Verdugo and Schneider 1999). A similar argument is that those students who are more successful academically have a greater investment in adhering to the school rules (Hawkins et al. 1998). An additional argument is that those students who are engaging in violence or fearful of the violence around them are not able to concentrate on academics, or may leave school altogether (Fleming et al. 2000).

Figure 6. Percentage of public schools reporting at least one violent or serious violent incident, by percent of students eligible to receive free and reduced-price lunch: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

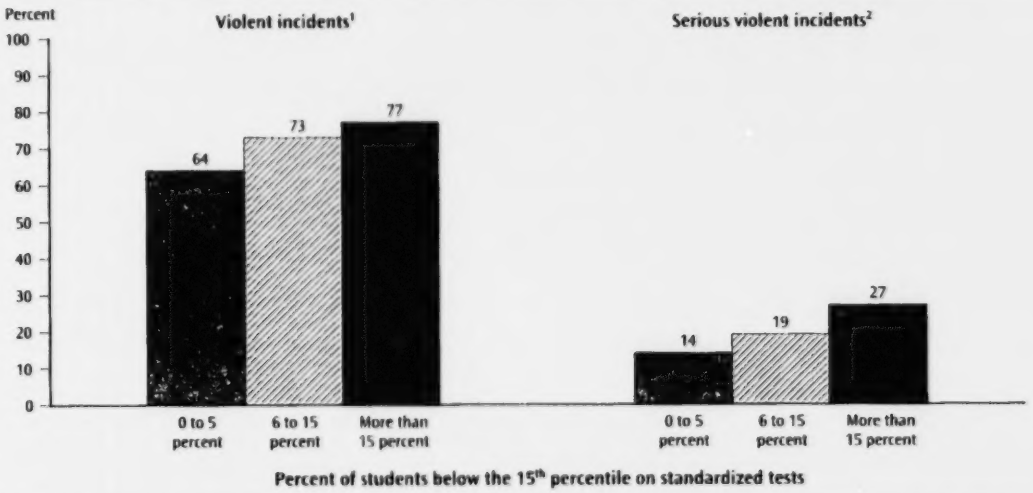
In the 1999–2000 school year, principals were asked to provide information aimed at gauging the academic achievement of the student population. Specifically, they were asked for the percentage of students who were below the 15th percentile on standardized tests, were likely to go to college after high school, and considered academic achievement to be very important.

The first measure of academic performance collected from principals in SSOCS was the percentage of the students who scored below the 15th percentile on standardized tests. This measure was positively related to the prevalence of violence in public schools during the 1999–2000 school year. Those schools in which principals reported that more of the student population was below the 15th percentile on standardized tests (6 to 15 percent of students below the 15th percentile and more than 15 percent of students below the 15th percentile—73 percent and 77 percent, respectively) were more likely to report experiencing at least one violent incident than schools with a smaller percentage of students below the 15th percentile (0 to 5 percent of students below the 15th percentile—64 percent) (figure 7 and table 1).

The association between the percent of students below the 15th percentile on standardized tests and the prevalence of serious violent incidents was the same as that exhibited in the relationship with violent incidents. The larger the percentage of students who principals report are below the 15th percentile on standardized tests, the more likely the school was to experience at least one serious violent incident (27 percent vs. 19 percent vs. 14 percent) (figure 7 and table 1).

A second measure of the level of academic achievement in schools was the percent of students who were likely to attend college. An inverse relationship existed between the percent of students that principals felt were likely to attend college and the prevalence of violent incidents at

Figure 7. Percentage of public schools reporting at least one violent or serious violent incident, by percent of students below the 15th percentile on standardized tests: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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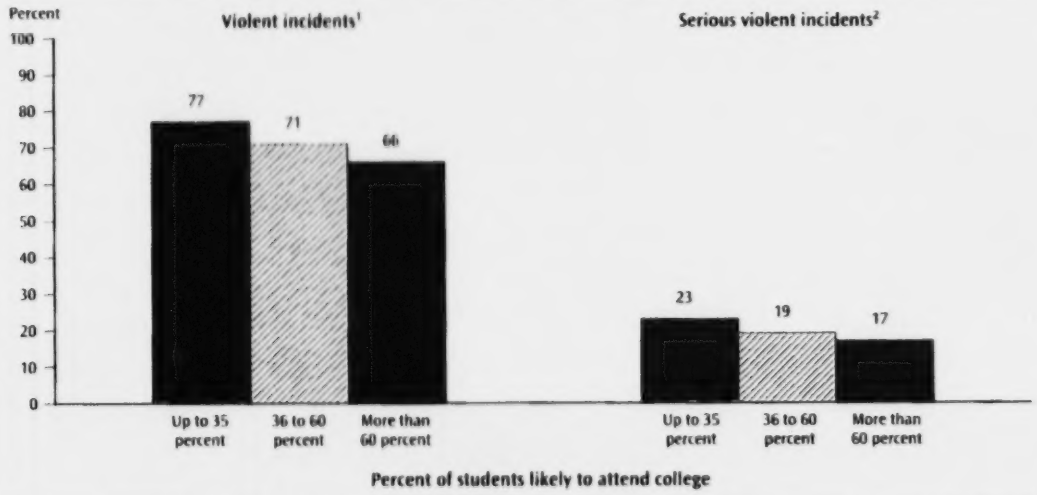
school. Those schools that reported a lower percentage of students were likely to attend college were more likely to have experienced at least one violent incident during the 1999–2000 school year than those with a higher percentage of students likely to go to college. For example, schools with the smallest percentage of students likely to go to college (up to 35 percent of students) were more likely than those with the highest percentage (more than 60 percent of students) to experience a violent incident at school (77 percent and 66 percent, respectively) (figure 8 and table 1).

As with violent incidents, those schools with the largest percentage of students likely to attend college were less likely than those with the smallest percentage to have experienced a serious violent incident during the 1999–2000 school year (figure 8 and table 1). While 17 percent of schools with more than 60 percent of students likely to attend college reported a serious violent incident, 23 percent of schools with 0 to 35 percent of students likely to go to college experienced such an incident.

The final measure concerning academics was the percentage of the student population that considered academics to be very important according to principals. In the 1999–2000 school year, as the percent of students who considered academics to be important increased, the prevalence of experiencing any violent incident decreased (figure 9 and table 1).

The relationship between the perceived importance of academics to students and the prevalence of serious violence is similar to that observed with the prevalence of violence. In general, as the percent of students who

Figure 8. Percentage of public schools reporting at least one violent or serious violent incident, by percent of students likely to attend college: 1999–2000



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[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

consider academics important increased, the prevalence of serious violent incidents decreased (figure 9 and table 1).

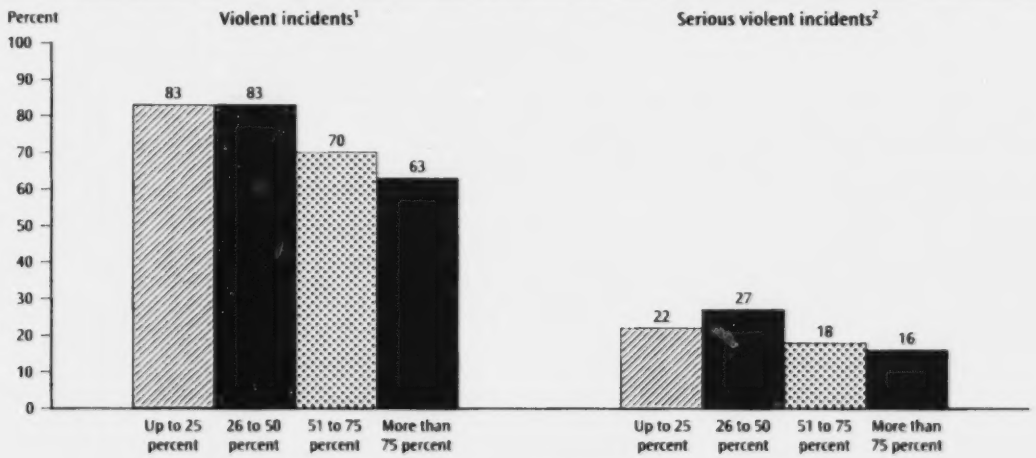
The final student characteristic reported by school principals is the percentage of the population that is male. Previous studies have found that male students are more likely to be offenders than female students, and are also more likely to be victimized at school than female students (Farrington 1993; Daly 1994; DeVoe et al. 2002). Therefore, schools with a higher proportion of male students may be expected to have a higher prevalence of violence.

In the 2000 SSOCS, the relationship between the percentage of males in the student population and the prevalence of violence is not consistent with previous literature. Schools with a relatively equal percentage of male and female students, 45 to 55 percent (73 percent), were more likely to experience at least one violent incident than schools where more than 55 percent of the population was male (63 percent) (figure 10 and table 1).

The percent of male students enrolled in schools and the prevalence of serious violence also were related. Schools with up to 44 percent of the population male (15 percent) were less likely to experience at least one serious violent incident compared to those schools with 44 to 55 percent male students (21 percent) who experienced a serious violent incident at school (figure 10 and table 1).[2]

[2] While other differences appear to exist, these differences are associated with the standard errors and are not statistically significant.

Figure 9. Percentage of public schools reporting at least one violent or serious violent incident, by percent of students who consider academic achievement important: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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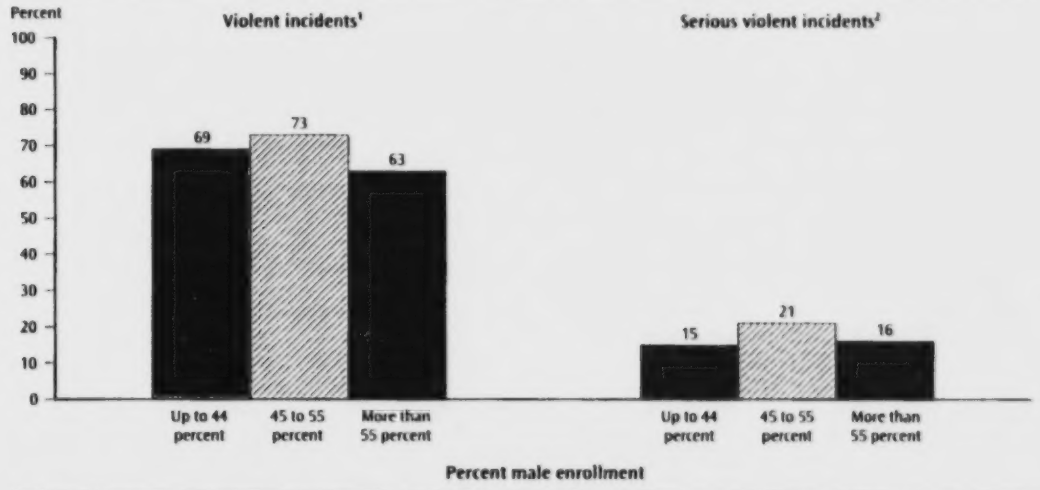
Figure 10. Percentage of public schools reporting at least one violent or serious violent incident, by percent male enrollment: 1999–2000



¹Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

²Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

School Administrative Practices

One approach to preventing or reducing violence in schools is to structure the way the school manages its student population. Many schools have a large student body, which provides an opportunity for a large number of students to be together in the same area. In these school settings, students are both "potential offenders and potential victims" (Garofalo, Siegel, and Laub 1987). Given the need to control the behaviors of a large number of students, certain factors can increase the ability of adults to supervise students, or reduce the amount of unsupervised interaction among students. In order to gather information on some of the school administrative practices that could have a relationship to school violence, principals were asked in the 2000 SSOCS about the number of students and teachers in the schools, the number of classroom changes in a typical school day, and the presence of law enforcement or other security personnel during the 1999–2000 school year.

Previous research suggests that teachers who are assigned fewer students in their classrooms may have an easier time establishing discipline than those who are assigned a larger number of students (Betts and Shkolnik 1999; Rice 1999). In the 2000 SSOCS, principals provided information on the number of students, and full- and part-time teachers in each school. These figures were used to establish a student-to-teacher ratio. The student-to-teacher ratio does not necessarily equal the number of students per classroom, but it does provide a measure of the ratio of students to teachers in the entire school.

In 1999–2000, schools with a low student-to-teacher ratio were less likely to experience a violent incident than schools with a high student-to-teacher ratio. Specifically, 68 percent of schools with a student-to-teacher ratio less than 12:1 reported a violent incident compared to 78 percent of schools with a student-to-teacher ratio of more than 16:1 (figure 11 and table 1).

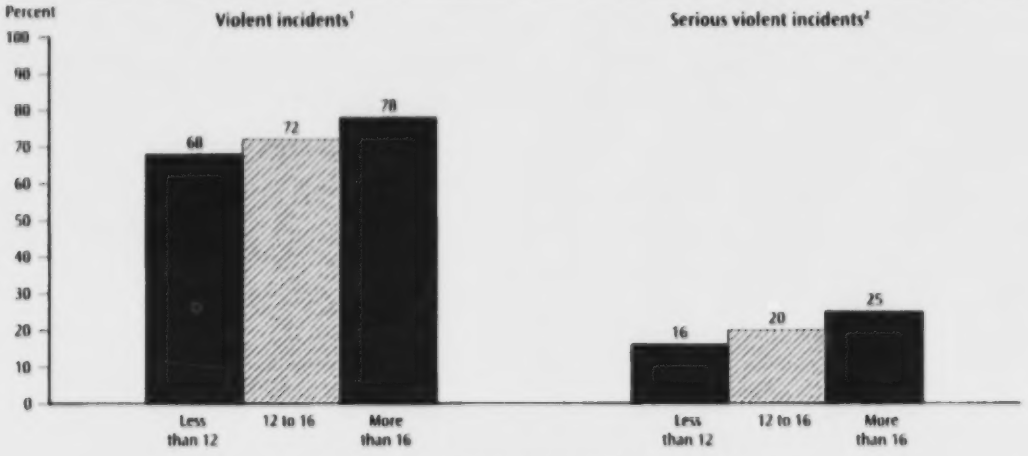
The ratio of students to teachers also was associated with the prevalence of serious violence in schools. Schools with the largest ratio of students to teachers were more likely to experience at least one serious violent incident (25 percent) than those with the smallest student-to-teacher ratio (16 percent) (figure 11 and table 1).

When students change from one class to the next during the school day, they have the opportunity to mix with other students with less adult supervision than they have during the class period. In the 2000 SSOCS, principals were asked to report the number of classroom changes that students make in a typical school day. They were instructed to exclude morning arrivals and afternoon departures, and count each time students go from one location to another as one classroom change.

During 1999–2000, as the number of classroom changes increased, so did the likelihood of experiencing at least one violent incident (figure 12 and table 1). For example, 58 percent of school with 3 or fewer classroom changes in a typical school day experienced one or more violent incidents, compared to 82 percent of schools with more than 6 classroom changes.

Similarly, a positive relationship also existed between the likelihood of experiencing a serious violent incident at school and the number of classroom changes in a typical school day. Schools that employed fewer classroom changes (0 to 3 changes) were less likely than schools that had either 4 to 6 or more than 6 classroom changes to have experienced a serious violent incident during the 1999–2000 school year (14 percent vs. 21 and 24 percent, respectively) (figure 12 and table 1).

Figure 11. Percentage of public schools reporting at least one violent or serious violent incident, by student/teacher ratio: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[3]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time equivalent teachers. The total number of full-time equivalent teachers is a combination of the full-time and part-time teachers, including special education teachers, with an adjustment to compensate for the part-time status of those teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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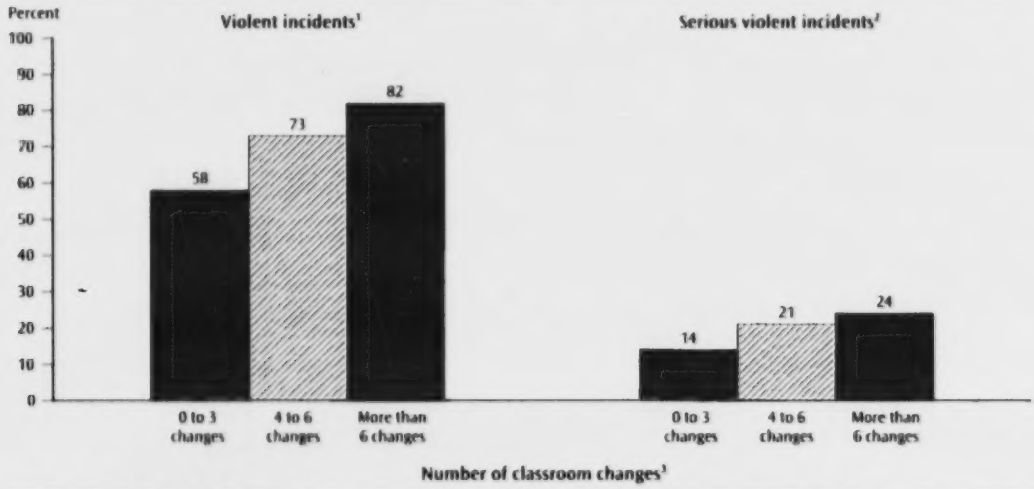
Figure 12. Percentage of public schools reporting at least one violent or serious violent incident, by number of classroom changes: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[3]Some schools are omitted from these categories because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

In order to reduce the threat of violence and increase the supervision of students, some schools incorporate the use of law enforcement officers or security personnel. The presence of law enforcement or security is intended to deter potential violence as well as aid principals in discipline after violent behavior occurs (Marans and Shaefer 1998). While some schools may utilize police assistance only when needed, other schools employ police officers or other security to work full time in the school building.

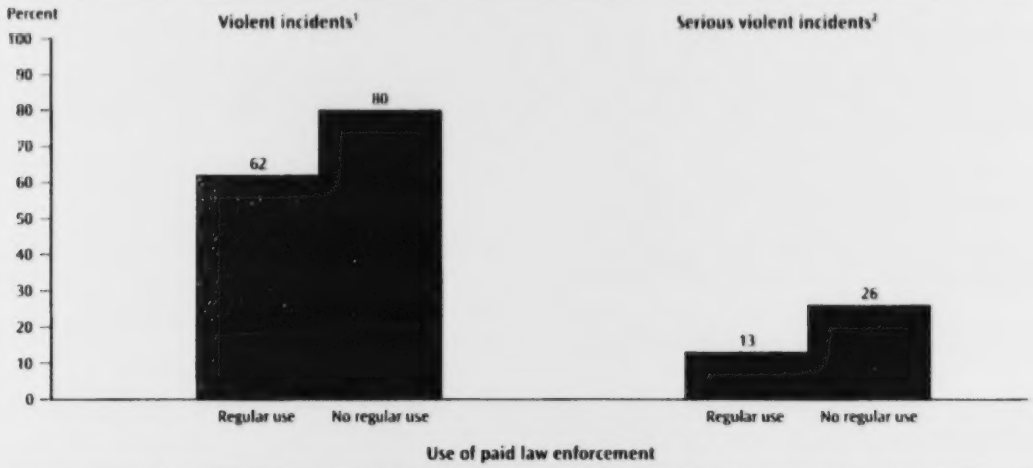
Principals were asked about the use of paid law enforcement or security services in their schools in the 2000 SSOCS. Those principals who responded that they used paid law enforcement or security services at any time during schools hours, while students were arriving or leaving, at selected school activities, or at other specified times were considered to regularly use law enforcement. Schools that indicated that they used paid law enforcement only when school or school activities were not occurring were considered to have no regular use of law enforcement for the purposes of analysis.

The regular use of law enforcement or security services did have a relationship to the prevalence of violence at school. In 1999–2000, schools that regularly used paid law enforcement or security were less likely to experience a violent incident those that did not regularly use such personnel (62 percent vs. 80 percent) (figure 13 and table 1). Additionally, those schools that used regular law enforcement or security personnel were less likely to experience a serious violent incident than those who did not have such personnel (13 percent vs. 26 percent) (figure 13 and table 1).

School Disorder

Research has shown that some measures of school disorder can be predictive of more serious forms of certain delinquent behaviors (National Institute of

Figure 13. Percentage of public schools reporting at least one violent or serious violent incident, by use of paid law enforcement: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Education 1978; Welsh 2000). Specifically, schools in which there is disorder are more likely to experience victimization of students as well. Previous literature suggests that terms such as "disorder" capture a range of activities, including minor disruptions and actual criminal events (Gottfredson and Gottfredson 1985). While school disorder has been used to refer to a variety of behaviors, the SSOCS 2000 asked principals to provide information regarding various types of serious discipline problems, the number of transfers to and from the school, the number of disruptions that the school experienced, and a measure of student absenteeism.

Violent crimes make up only a portion of the disruptive and harmful activities that occur in schools and affect the school's environment. According to teachers, student misconduct such as "cursing, grabbing, pushing, verbal threats and intimidations" are more common problems than acts of violence in schools (Furlong et al. 1994; Petersen et al. 1998). Because the less severe discipline problems have a relationship to violence, it is important to analyze these measures to provide a full picture of the violent situation in schools.

In SSOCS, principals were asked about discipline problems that occur in schools. These problems included student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, student acts of disrespect for teachers, undesirable gang activities, and undesirable cult or extremist group activities. Principals were instructed to respond if each of these problems happened daily, at least once a week, at least once a month, on occasion, or not at all. If a principal reported that undesirable gang activities, or undesirable cult or extremist group activities happened at all, or any of the other problems occurred at least once a week, the discipline problem was considered serious.

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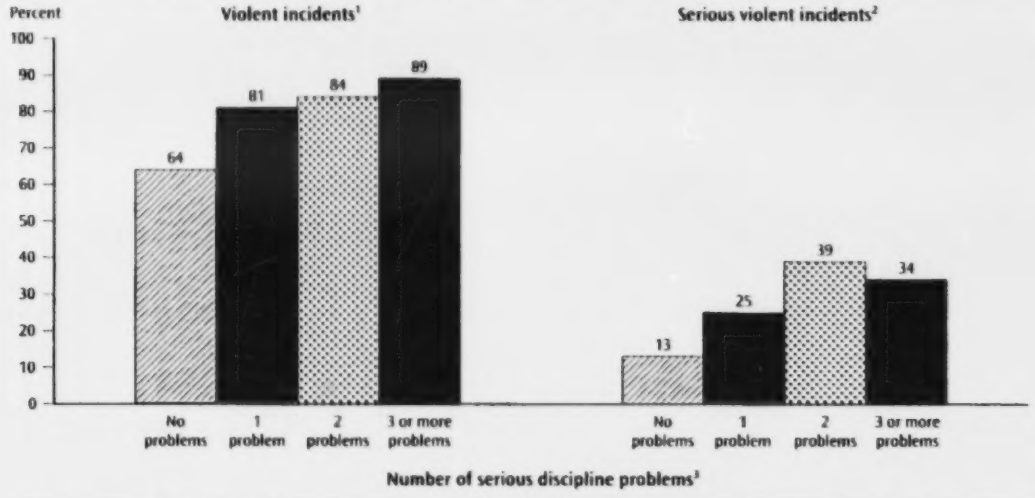
The number of serious discipline problems in schools was counted for the 1999–2000 school year. Schools in which more serious discipline problems occurred were more likely than schools with fewer serious problems to report any violent incidents (figure 14 and table 1).

Schools that reported a larger number of serious discipline problems were also more likely to experience serious violence than those with a smaller number of these problems. In general, as the number of serious discipline problems increased, so did the likelihood of experiencing a serious violent incident at school (figure 14 and table 1).

Another measure of school disorder collected in SSOCS relates to the level of stability in the student population. In any given school year, some students transfer into the school while other students transfer out. Ideally, the more stable the student population remains throughout the school year, the more opportunity faculty and staff have to get to know the students. Additionally, while some students with discipline problems may be transferred out of the school, other students may be transferred in after the beginning of the school year, which may leave them at a disadvantage academically and socially.

In 1999–2000, principals were asked to report the number of students who were transferred to and from the school after the start of the school year. They were instructed to include any students who were transferred, not just those who had been moved as a result of disciplinary actions. The number of students who had either been transferred out of or into the school was added together, and the total enrollment was used to create a percentage of the school's student enrollment that was transferred.

Figure 14. Percentage of public schools reporting at least one violent or serious violent incident, by number of serious discipline problems: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[3]Serious discipline problems is a count of discipline problems reported by principals. These discipline problems include student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, and student acts of disrespect for teachers. If a principal reported that any of these problems occurred daily or weekly in their school, each was counted once in the total number of serious discipline problems. Undesirable gang activities and undesirable cult or extremist group activities were also counted once as a problem if the principal reported that these events occurred at all in their school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

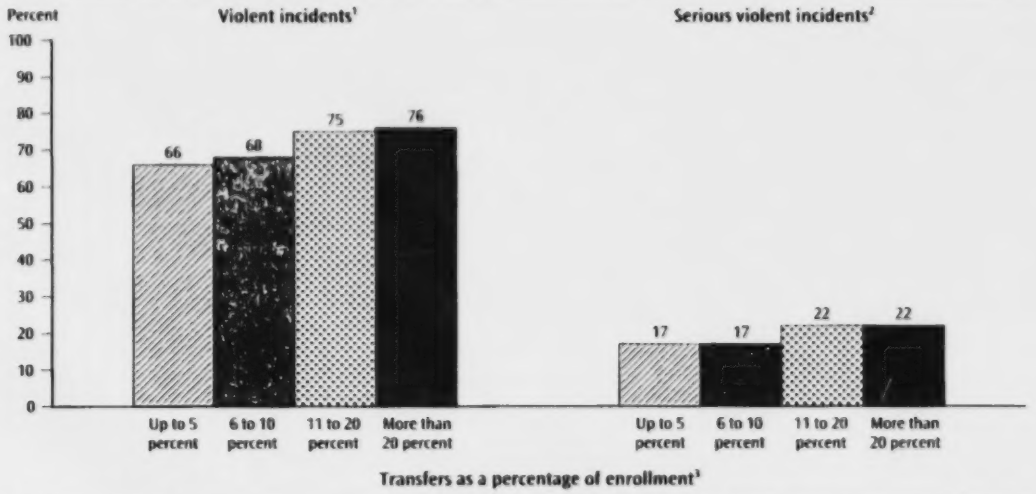
A relationship between the mobility of the student population and the prevalence of violence existed during the 1999–2000 school year. Schools with the smallest percentage of students transferred after the beginning of the school year were less likely than those with the highest percentage to experience at least one violent incident (66 percent vs. 76 percent) (figure 15 and table 1).

A relationship between the prevalence of serious violent incidents at school and the percent of the student population that had been transferred during the school year did not exist during the 1999–2000 school year. No differences were detected between the prevalence of serious violent incidents and the percentage of students who were transferred after the beginning of the school year (figure 15 and table 1).

Another aspect of a school's level of disorder is the amount of times disruptive activities take students away from academics. In addition to the loss of class time, schoolwide disruptions are a form of disorder that affects the entire school population. Schools were asked to provide the number of times that school activities were disrupted by actions such as bomb or anthrax threats. They were also instructed to exclude all fire alarms from their responses. Although fire alarms may be disruptive to the school day, actions such as bomb or anthrax attacks represent a more severe threat to the school population. The school also may respond to threats of this type with a different set of procedures than would be used in a fire alarm.

During the 1999–2000 school year, there was a difference between the schools that experienced disruptions and

Figure 15. Percentage of public schools reporting at least one violent or serious violent incident, by transfers as a percentage of enrollment: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[3]Transfers as a percentage of enrollment combines the number of students who were transferred to a school and the number of students who were transferred from a school, divided by the total number of students enrolled in the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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the likelihood of experiencing violent incidents. Schools that reported at least one disruption were more likely to have experienced violence than those that did not have any disruptions (90 percent vs. 70 percent) (figure 16 and table 1).

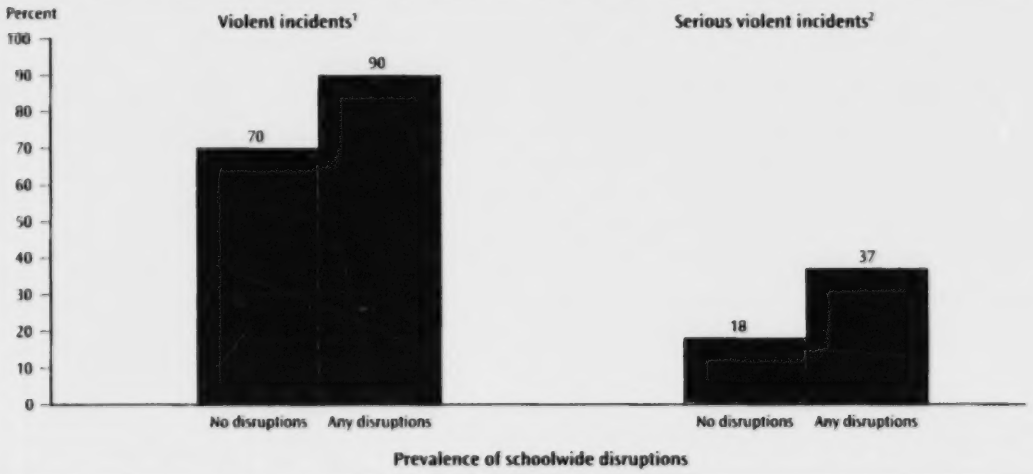
Similarly, those schools that experienced a disruption of school activities for threats, such as bomb or anthrax, also were more likely to experience a serious violent incident during the 1999–2000 school year (37 percent vs. 18 percent) (figure 16 and table 1).

The final measure of school disorder is the level of absenteeism. When students are away from school, they are not able to participate in academic or social interaction. Students who are absent without excuse represent a form of delinquency. This type of absenteeism may provide an indication of the level of the school's disorder. In SSOCS, principals were asked to report on the percent of students who were absent without excuse on an average school day.

In general, those schools with a higher percentage of students absent without excuse were more likely than those with a lower percentage to have reported any violent incidents during the 1999–2000 school year (figure 17 and table 1). For example, 55 percent of schools in which no students were absent without excuse experienced a violent incident compared with 78 percent of schools with more than 10 percent of students absent.

The relationship between absenteeism and serious violent incidents at school has a similar pattern as observed with violent incidents. In general, as the percent of students who are absent without excuse on an average school day increased, so did the likelihood of schools experiencing a serious violent incident (figure 17 and table 1).

Figure 16. Percentage of public schools reporting at least one violent or serious violent incident, by prevalence of schoolwide disruptions: 1999–2000

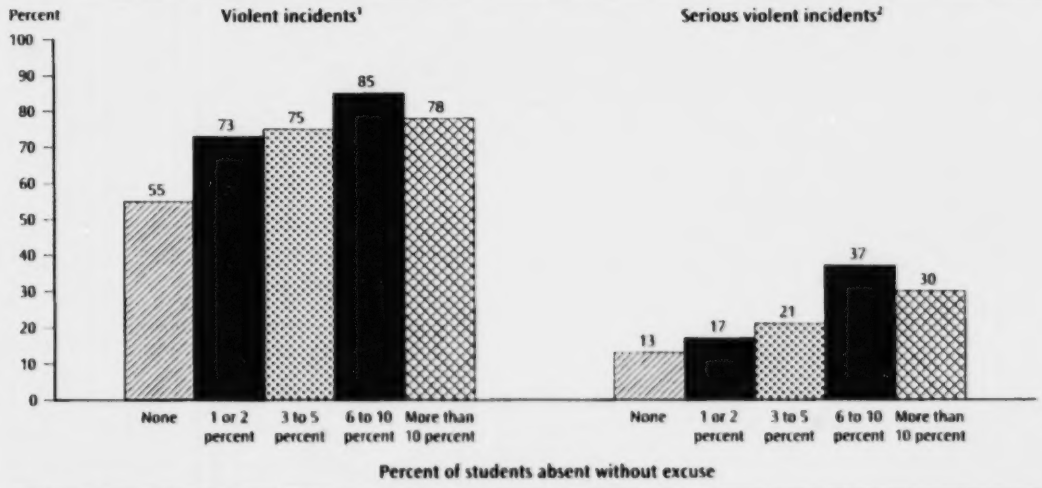


[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Figure 17. Percentage of public schools reporting at least one violent or serious violent incident, by percent of students absent without excuse: 1999–2000



[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Relationship between School Characteristics and Violence and Serious Violence

Having discovered a number of school characteristics related to the presence of violence and serious violence in public schools, it is important to examine whether these associations remain when all of these factors are considered at once. Many of the school characteristics may be correlated with one another. For example, school level and the number of classroom changes may be related to one another, since elementary schools are more likely to employ fewer classroom changes because of the way in which their school day is organized. If this is the case, it is difficult to know whether a positive relationship between the number of classroom changes and violence is due to the number of classroom changes or due to the fact that the schools that incidentally have more classroom changes (high schools) experience more violence. In order to examine the relationship of the different factors previously discussed with violence and serious violence in schools, multivariate analysis was conducted using logistic regression for both the prevalence of violence and serious violence. The use of logistic regression allows for the simultaneous analysis of all of the factors in relation to violence and serious violence.

The logistic regression technique was used to examine the relationship of school demographic characteristics, characteristics of the student population, school organization and management, and school disorder to the presence of violent and serious violent incidents during the 1999–2000 school year. In the logistic

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regression equations, some of the school characteristics were modified from the previous analysis.[3] The discussion will include only those factors that provided a significant contribution to the equations.[4]

The results for the logistic regressions are presented as odds ratios, which can be used to estimate the change in the relative odds of violence or serious violence in schools with certain school characteristics. The odds ratio for an independent variable tells the relative amount by which the odds of the outcome increase or decrease when the value of the independent variable is increased by 1.0 unit. For categorical independent variables, one category is omitted from the equation and serves as the reference category against which the other categories are judged. An odds ratio greater than one indicates a greater likelihood of schools with a certain characteristic having violence or serious violence than schools with the omitted characteristic, a ratio equal to one indicates no greater or lesser likelihood, and a ratio less than one indicates a lower likelihood of schools with the characteristic having violence or serious violence than those with the omitted characteristic. An odds ratio can also be expressed as a percentage increase or decrease in the likelihood of experiencing the dependent variable.

Prevalence of Violence in Schools

Table A shows the odds ratios for select school characteristics and the prevalence of violence at school. Six school characteristics remained related to the prevalence of violent incidents in public schools during 1999–2000 while simultaneously examining other factors: school level, urbanicity, percent of students who consider academics to be very important, number of classroom changes made in a typical school day, number of serious discipline problems, and number of schoolwide disruptions. The school enrollment size, crime level where students lived, percent of students who were below the 15th percentile on standardized tests, percent of student likely to attend college, percent male enrollment, student-to-teacher ratio, use of paid law enforcement, transfers to and from school, and percent of students absent without excuse were related to the prevalence of violence at school when examined individually. However, these characteristics did not prove to be significant when examined simultaneously in the regression equation.

As the analysis in the previous section showed, a number of the school demographic characteristics were related to the prevalence of violence at school during the 1999–2000 school year. A smaller number of these school demographic characteristics continued to be related to the prevalence of violence when controlling for other characteristics. The level of the public school remains associated with the prevalence of violent incidents. Middle schools and secondary schools were more likely to experience violence than elementary schools after adjusting for other factors (table A). While combined schools appeared to be more likely than elementary schools to experience any violent incidents in the previous analysis, no such differences were detected when accounting for the other characteristics.

Results also show the same relationship between the school's location and the prevalence of violence as previously observed. Compared to city schools, schools located on the urban fringe were less likely to experience at least one violent incident at school during the 1999–2000 school year, while no differences were detected between city schools and schools located in rural areas or towns.

While a number of the characteristics of the student population were associated with the prevalence of violence when viewed individually, only the importance of academic achievement continued to be related to experiencing violence after adjusting for other factors.

[3] Unlike the previous section of this report, logistic regression utilizes the continuous variables for the school characteristics where possible. This includes enrollment size, percent minority enrollment, percent free/reduced-price lunch, percent of students scoring below the 15th percentile, student/teacher ratio, number of classroom changes, percent male enrollment, percent of students likely to attend college, percent of students likely to consider academic achievement important, number of serious discipline problems, number of schoolwide disruptions, number of transfers to school during the school year, number of transfers from school during the school year, and percent of students absent without excuses.

[4] The logistic regression results in this report are presented as odds ratios. See the *Multivariate Analysis* section of this report for details on odds ratios and how to interpret them.

The percent of students who considered academic achievement important was negatively related to the prevalence of violent incidents at school. Specifically, an increase in the percentage of students who consider academic achievement to be important decreased the likelihood of experiencing at least one violent incident in 1999–2000.

The school organization and management practice that remains associated with the prevalence of violence when controlling for other factors was the number of classroom changes a school made in a typical school day. As the number of daily classrooms changes increased, the odds of experiencing at least one violent incident during the 1999–2000 school year also increased.

Finally, two characteristics of school disorder were associated with the prevalence of violence in 1999–2000 after controlling for other factors. Schoolwide disruptions and the number of serious discipline problems in the school remained positively related to the prevalence of violence at school. For every additional disruption a school experienced, the odds of at least one violent crime occurring increased. Also, as the number of serious discipline problems increased, so did the likelihood of experiencing at least one violent incident.

Prevalence of Serious Violence in Schools

Table A also shows the odds ratios for select school characteristics and the prevalence of serious violence in schools.[5] Of the characteristics that were previously related to serious violent incidents, only five school characteristics continued to be related to the likelihood that a school would experience at least one serious violent incident at school during the 1999–2000 school year after controlling for other factors. These characteristics were enrollment size, urbanicity, percent male enrollment, number of serious discipline problems, and number of schoolwide disruptions. While school level, crime level where students live, percent minority enrollment, percent of students eligible to receive free or reduced-price lunch, percent of students below the 15th percentile on standardized tests, percent of students likely to attend college, percent of students who consider academic achievement to be very important, student-to-teacher ratio, number of classroom changes made in a typical school day, use of paid law enforcement, transfers to and from school, and percent of students absent without excuse were related to the prevalence of serious violence when examined individually, no such differences were detected when the other factors were controlled.

Some of the school demographic characteristics remain related to the prevalence of serious violent incidents. For example, enrollment size was positively related to the occurrence of at least one serious violent incident. Also, the prevalence of serious violence was related to school urbanicity after controlling for other factors. Compared to city schools, rural schools were less likely to experience at least one serious violent incident during the 1999–2000 school year. Consistent with previous findings, no differences were detected between the likelihood of schools in cities, urban fringe and towns experiencing one or more serious violent incidents.

The only characteristic of the student population that remained related to the prevalence of serious violence while controlling for other factors was the percent of male students in the school population. As the percent of male students increased, so did the likelihood of experiencing a serious violent incident.

Finally, two characteristics of school disorder were correlated with serious violence incidents. In 1999–2000, both the number of schoolwide disruptions and serious discipline problems at school were positively related to the prevalence of serious violence at school when adjusting for other characteristics. Therefore, as either the number of schoolwide disruptions or serious discipline problems increased, so did the odds of experiencing at least one serious violent incident.

[5] In order to address the concern of multicollinearity within the logistic regression equations, variance inflation factors and a correlation matrix were run for the variables. All of the variables were within acceptable limits, with the exception of two variables. Transfers to and from schools were entered into the logistic regression equations as separate continuous variables, and showed marginal signs of multicollinearity. For more information regarding the analysis of multicollinearity, see the *Multivariate Analysis* section of this report.

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Table A. Odds ratios of logistic regression results on the prevalence of violent and serious violent incidents, by selected school characteristics: 1999–2000

School characteristics	Prevalence of violent incident[1] odds ratio	Prevalence of serious violent incident[2] odds ratio
School demographic characteristics		
Level (elementary)[3]		
Middle	2.277*	1.376
Secondary	3.210*	1.275
Combined	1.338	1.530
Enrollment size	1.001	1.001*
Urbanicity (city)[4]		
Urban fringe	0.544*	1.006
Town	0.723	0.922
Rural	0.629	0.539*
Crime level where students live (low)[5]		
Moderate	0.829	0.969
High	1.343	1.408
Mixed	1.340	1.124
Characteristics of the student population		
Percent minority enrollment	0.847	0.903
Free/reduced-price lunch	1.002	1.007
Below the 15th percentile	1.005	1.007
Percent of students likely to attend college	0.995	1.000
Percent of students who consider academic achievement important	0.987*	0.995
Percent male enrollment	0.987	1.015*
School organization and management		
Student/teacher ratio[6]	1.018	1.003
Number of classroom changes	1.127*	1.055
Use of paid law enforcement	1.069	1.184
School disorder		
Number of serious discipline problems[7]	1.374*	1.344*
Transfers to school	1.000	1.002
Transfers from school	1.002	0.998
Prevalence of schoolwide disruptions	1.576*	1.228*
Percent of students absent without excuses	0.998	0.998

*$p<0.05$

[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[3]The comparison group is elementary schools.

[4]The comparison group is city schools.

[5]The comparison group is students who live in low crime neighborhoods.

[6]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time teachers. The total number of teachers is a combination of the full-time and part-time teachers, including special education teachers, with an adjustment to compensate for the part-time status of those teachers.

[7]Serious discipline problems is a count of discipline problems reported by principals. These discipline problems include student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, and student acts of disrespect for teachers. If a principal reported that any of these problems occurred daily or weekly in their school, each was counted once in the total number of serious discipline problems. Undesirable gang activities, and undesirable cult or extremist group activities were also counted once as a problem if the principal reported that these events occurred at all in their school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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Patterns of School Violence

One general pattern that has been universally recognized is that crime occurs in clusters (Sherman, Gartin and Buerger 1989, Farrell and Sousa 2001). Whether it is by person, place, location or situational domain, certain characteristics have been associated with higher levels of violence and disorder. Crime and criminality is not a random occurrence. It becomes critical then, to learn where crime is likely to happen.

As with the general literature on crime and violence, previous research has shown that a disproportionately small number of schools accounts for a large amount of the crime. In 1990, Burquest, Farrell, and Pease found that about 12 percent of schools accounted for more than a third of all school crime (Burquest, Farrell, and Pease 1992). In an earlier study, about a third of the schools accounted for over 75 percent of all burglaries reported to authorities (Hope 1982). An additional study found that about 8 percent of schools accounted for over half of all reported violent offenses (Lindstrom 1997). All of these studies restricted the sampled schools to individual cities, but they provide evidence that suggests crime and violence may cluster within certain schools.

An analysis of the 1996–1997 Principal/School Disciplinarian Survey on School Violence provides some background suggesting that violence may cluster in specific American public schools. Cantor and Wright (2001) analyzed this national study, and found that 60 percent of the violent incidents occurred in only 4 percent of the public high schools. The researchers specified four levels of crime (no crime, isolated crime, moderate crime, and violent crime), and used these categories to identify certain characteristics that were associated with varying levels of crime in schools. Their analysis also found that enrollment size, percent minority, and urbanicity were associated with violence in public schools during the 1996–1997 school year.

Distribution of Violent and Serious Violent Incidents across Public Schools

The 2000 SSOCS provides an opportunity to analyze the distribution of the violent and serious violent incidents that were reported by public school principals for the 1999–2000 school year. In any sample of schools, one expectation is that a proportion of schools would account for the same proportion of incidents. That is, 25 percent of schools should account for 25 percent of the incidents. When the number of violent incidents reported by public school principals is displayed in figure 18, however, the curve shows that a small number of schools disproportionately account for a large number of incidents. Although 70 percent of all public schools reported at least one violent incident, approximately 7 percent of public schools accounted for 50 percent of the total violent incidents reported by schools during the 1999–2000 school year.[6]

[6] Counts of some less serious offenses may not be included in the number of incidents reported. Principals were instructed to categorize an incident according to the most serious offense when the incident included multiple types of offenses. The example provided to principals in the survey was that if an incident included rape and robbery, include the incident only under rape. Additional offenses may have occurred during the 1999–2000 school year, but were not reported because they were part of a more serious incident.

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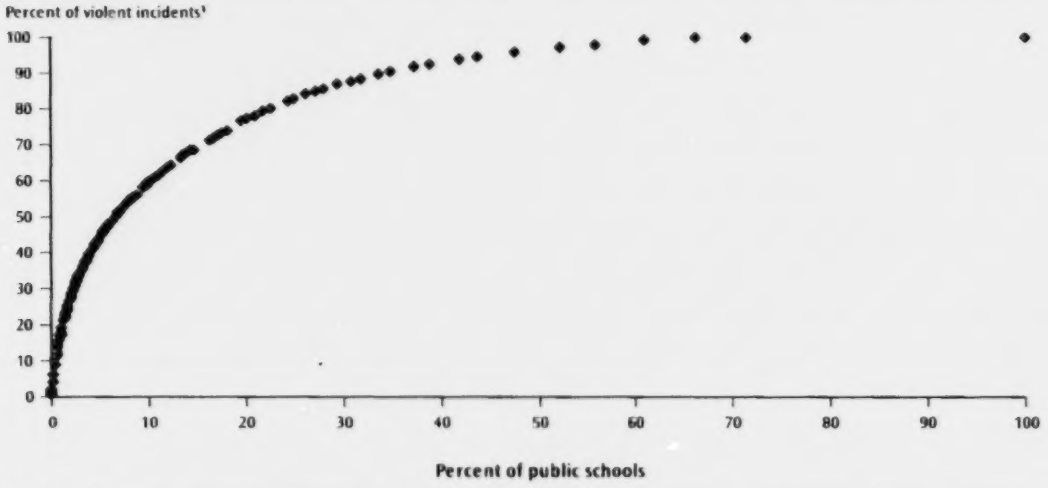
Figure 18. Percent of violent incidents, by percent of public schools: 1999–2000



¹Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Table B shows varying percents of violent incidents in figure 18. While most schools do experience at least one violent incident, a few schools have a larger proportion of the violent incidents. In addition to the 7 percent of schools that report 50 percent of the violent incidents at school, 18 percent of schools account for 75 percent of the total violent incidents that occurred at school in 1999–2000 (table B). This amounts to 5,400 public schools (7 percent) that account for approximately 735,000 (50 percent) violent incidents, and 14,800 public schools (18 percent) accounting for about 1.09 million (75 percent) violent incidents during the school year.

Focusing on the number of only serious violent incidents that occurred at school during the 1999–2000 school year, a similar pattern emerged. As with violent incidents, serious violent incidents did not follow an equal distribution of incidents among public schools. In fact, a smaller percentage of public schools, approximately 2 percent, account for 50 percent of serious violent incidents that occurred in 1999–2000 (figure 19).

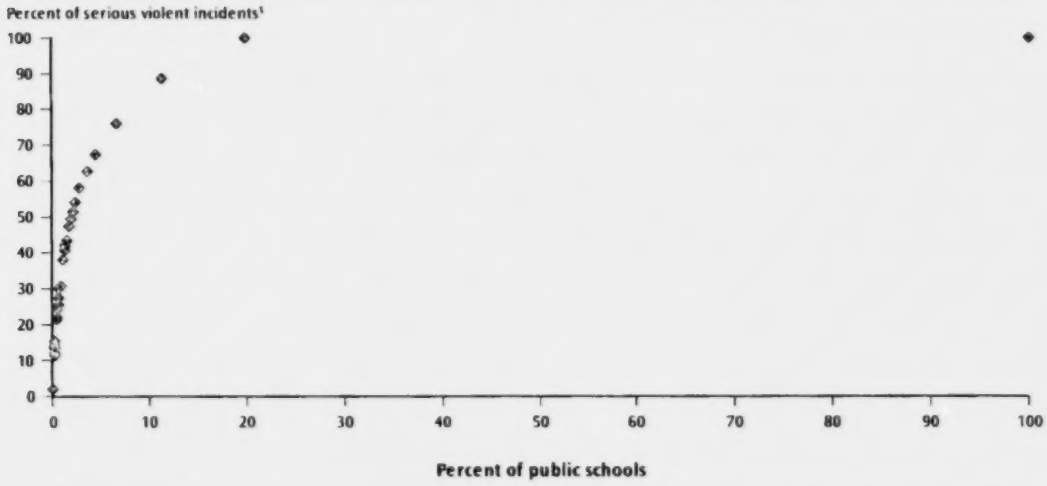
Table B. Percent and number of public schools, by percentage of violent incidents: 1999–2000

Percent of violent incidents¹	Percent of schools	Number of schools	Number of incidents
25	1.6	1,300	360,000
50	6.6	5,400	735,000
75	18.0	14,800	1,090,000
100	71.4	58,500	1,466,000

¹Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Figure 19. Percent of serious violent incidents, by percent of public schools: 1999–2000



[1]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Table C provides the specific findings shown in figure 19. In addition to the 2 percent of schools that account for 50 percent of the serious violent incidents, it is also the case that about 7 percent of schools experienced 75 percent of the serious violent incidents that occurred at schools in 1999–2000 (table C). This amounts to 1,600 public schools (2 percent) that account for approximately 30,100 (50 percent) serious violent incidents, and 5,400 public schools (7 percent) accounting for 46,100 (75 percent) serious violent incidents during the school year.

Table C. Percent and number of public schools, by percentage of serious violent incidents: 1999–2000

Percent of serious violent incidents[1]	Percent of schools	Number of schools	Number of incidents
25	0.5	434	14,900
50	1.9	1,600	30,100
75	6.5	5,400	46,100
100	19.7	16,200	60,700

[1]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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Correlates of Schools with Violent and Serious Violent Incidents

In order to better understand the nature of school violence, it is important to look at the characteristics of schools that account for varying levels of incidents. Identifying the characteristics of schools with low levels of crime may inform the organizational structure or characteristics of these schools that could promote a safe environment. In addition, identifying the characteristics of schools with the most crime may provide information for addressing the problems associated with violence.

Multinomial logistic regression equations were used to examine the relationship between school demographic characteristics, characteristics of the student population, school organization and management, and school disorder, and the level of violent and serious violent incidents occurring during the 1999–2000 school year. Multinomial logistic regression allows for the comparison of one category of a dependent variable to the other two categories. The analysis presented here examines the relative odds that a school experiences either no incidents or a low-to-moderate level of incidents relative to experiencing a high level of incidents. As with the logistic regression equations used to compare the effect of various factors on the prevalence of school violence, the school characteristics were included in the equations as continuous variables, where appropriate. The discussion of the equations does not include those factors that were not significantly related to the level of violent or serious violent incidents.[7]

Levels of Violent Incidents

For the dependent variable, level of violence, schools were classified into those with no incidents, a low-to-moderate number of incidents, and a high level of incidents. The category of high level of incidents is the reference group against which the other two categories are judged. Using the distributions shown above in table B and figure 18, the cut-points for these classifications were established as follows: the 7 percent of schools that account for 50 percent of the incidents (high number of incidents), other schools reporting an incident (low-to-moderate number of incidents), and schools reporting 0 incidents (no incidents).

Schools with a high level of violent incidents differed from schools with no and a low-to-moderate number of incidents by various factors. These factors included school level, enrollment size, urbanicity, crime level where students live, number of classroom changes, number of serious discipline problems, number of students who transferred from the school, and number of schoolwide disruptions (table D).[8]

Compared to schools with no incidents of violence, high incident schools were more likely to be middle schools than elementary schools. For schools with a low-to-moderate number of violent incidents, no such difference was detected. Instead, when compared with high incident schools, schools with a low-to-moderate number of incidents were more likely to be secondary or combined schools than elementary schools. In addition, enrollment size was positively related to the level of violent incidents in public schools. Compared to schools with no incidents or a low-to-moderate number of incidents, high incident schools were likely to be larger schools.

Compared to schools with a low-to-moderate number of violent incidents, high incident schools were also more likely to be in towns, compared to cities. No

[7] The multinomial logistic regression results in this report are presented as odds ratios. See the *Multivariate Analysis* section of this report for details on odds ratios and how to interpret them.

[8] The measurement of the independent variable needs to be taken into account before assessing the contribution of the various factors related to violent incidents. Of those variables that showed a relationship to violent incidents, school level, urbanicity, and crime level where students live are categorical variables. In comparison, enrollment size, number of serious discipline problems, number of students who transferred from the school, and number of schoolwide disruptions are continuous variables. Although the odds ratios shown in table D for continuous variables may appear smaller than those for the categorical variables, readers should use caution when making such comparisons because continuous variables are comprised of a relatively greater number of units than are categorical variables.

difference in location was detected when comparing schools with a high number of incidents with those schools with no incidents.

The final school demographic characteristic associated with the level of violent incidents was the level of crime where students live. Schools with a high level of violent incidents were more likely to have students who live in neighborhoods with high or mixed crime levels when compared to schools with no incidents or those with a low-to-moderate number of incidents.[9]

The only school organization and management practice that was associated with the level of violent incidents was the number of classroom changes the school had in a typical day. Schools with a high level of violent incidents had more classroom changes per day than schools with zero violent incidents during the 1999–2000 school year.

A few of the school disorder characteristics were associated with the level of violence in public schools. These characteristics included the number of serious discipline problems, number of students transferred from school, and prevalence of a schoolwide disruption. Schools with a high level of violent incidents experienced more serious discipline problems than schools with less violence. When compared to schools with a low-to-moderate number of violent incidents, schools with a high level of violence had a larger number of students transfer from the school after the start of the school year. Further, high violence schools were more likely to have experienced a schoolwide disruption than schools with no violent incidents.

Levels of Serious Violent Incidents

As with violent incidents, categories were established for the level of serious violence a school experienced during the 1999–2000 school year. Using the distributions shown in figure 19 and table C, the cut-points were established as follows: the 2 percent of schools that account for 50 percent of the incidents (high number of incidents), other schools reporting an incident (low-to-moderate number of incidents), and schools reporting zero incidents (no incidents).

Schools with a high level of serious violent incidents were related to some different characteristics than those schools with a high level of violent incidents. When compared to schools with either no incidents or a low-to-moderate number of incidents, schools with a high level of serious violent incident differed by enrollment size, percent of students below the 15th percentile on standardized tests, student/teacher ratio, number of serious discipline problems, number of students transferring from the school, and number of schoolwide disruptions (table D).

When compared to schools with no serious violent incidents, schools with a high number of serious violent incidents were more likely to have a larger student enrollment. However, no such difference in enrollment size was detected when comparing schools with a high number of incidents to those with a low-to-moderate number of incidents.

A measure of the student population that was related to the level of serious violence in schools was the percent of students that the principals reported were below the 15th percentile on standardized tests. Compared to schools with either no incidents or a low-to-moderate number of incidents, schools with high levels of serious violence were more likely to have a larger percentage of the student body below the 15th percentile on standardized tests.

The ratio of students to teachers also was related to the level of serious violence during the 1999–2000 school year. Compared to schools with no incidents or a low-to-moderate number of incidents, schools with a high number of serious violent incidents had a larger ratio of students to teachers in 1999–2000.

Finally, several measures of the level of disorder at school were related to the amount of serious violence experienced during the 1999–2000 school year. Compared to schools with no incidents or a low-to-

[9] Principals were asked to choose from the following categories describing the neighborhoods where their students lived: high level of crime, moderate level of crime, low level of crime, mixed levels of crime.

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moderate number of incidents, schools with a high number of serious violent incidents had more serious discipline problems. They were also less likely to have students transferred out of the school during the school year when compared to those schools with no incidents or a low-to-moderate number of incidents. Schools with high levels of serious violent incidents also experienced more schoolwide disruptions during the 1999–2000 school year when compared to those schools with no serious violent incidents.

Table D. Odds ratios for various amounts of violent and serious violent incidents, by selected school characteristics: 1999–2000

School characteristics	Violent Incidents[1]		Serious Violent Incidents[2]	
	No incidents	Low-to-moderate number of incidents	No incidents	Low-to-moderate number of incidents
School demographic characteristics				
Level (elementary)[3]				
Middle	0.402*	0.905	1.135	1.618
Secondary	1.026	3.502*	0.920	1.182
Combined	2.548	3.556*	1.192	1.885
Enrollment size	0.999*	0.999*	0.999*	1.000
Urbanicity (city)[4]				
Urban fringe	1.779	0.965	0.743	0.728
Town	0.523	0.355*	0.595	0.528
Rural	1.162	0.716	1.646	0.875
Crime level where students live (low)[5]				
Moderate	0.410	0.316*	0.396	0.358
High	0.151*	0.176*	0.215	0.272
Mixed	0.383*	0.501*	0.289	0.300
Characteristics of the student population				
Percent minority enrollment	1.350	1.154	1.271	1.163
Free/reduced-price lunch	1.003	1.005	0.996	1.003
Below the 15th percentile	0.988	0.992	0.980*	0.985*
Percent of students likely to attend college	1.010	1.006	1.000	0.999
Percent of students who consider academic achievement important	1.009	0.996	1.013	1.009
Percent male enrollment	1.014	1.001	1.001	1.018
School organization and management				
Student/teacher ratio	0.979	0.996	0.985*	0.985*
Number of classroom changes	0.846*	0.950	0.885	0.929
Use of paid law enforcement	0.504	0.520	0.998	1.195
School disorder				
Number of serious discipline problems	0.500*	0.663*	0.538*	0.699*
Transfers to school	1.003	1.002	0.995	0.997
Transfers from school	0.992	0.994*	1.007*	1.005*
Prevalence of schoolwide disruptions	0.586*	0.918	0.767*	0.938
Percent of students absent without excuses	0.992	0.989	0.991	0.988

*$p<0.05$

[1]The reference category for both no incidents of violence and a low-to-moderate number of violent incidents is high level of violent incidents. The categories were created to represent the distribution of violent incidents, and were constructed as follows: No incidents = 0 incidents; Low-to-moderate number of incidents = 1 to 59 violent incidents; High number of violent incidents = 60 or more violent incidents.

[2]The reference category for both no incidents of serious violence and a low-to-moderate number of serious violent incidents is high level of serious violent incidents. The categories were created to represent the distribution of serious violent incidents, and were constructed as follows: No incidents = 0 incidents; Low-to-moderate number of incidents = 1 to 8 violent incidents; High number of violent incidents = 9 or more violent incidents.

[3]The comparison group is elementary schools.

[4]The comparison group is city schools.

[5]The comparison group is students who live in low crime neighborhoods.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Summary and Discussion

The presence of violence in American schools continues to be a concern to educators, students, parents, and the public. During the 1999–2000 school year, 71 percent of all public elementary and secondary schools experienced at least one violent incident at school. Public school principals reported approximately 1,466,000 violent incidents that occurred during the school year. A smaller percentage of schools, specifically 20 percent, experienced a serious violent incident during that school year, which represents about 61,700 incidents of serious violence occurring in American public schools.

When examined individually, all of the characteristics had some relationship to the prevalence of violence or serious violence. Therefore, further analysis that looked at the relationships between these variables was informative. While controlling for other factors, fewer variables were related to whether or not a school experienced violence or serious violence during the 1999–2000 school year.

The school level and the location of the school were the school demographic characteristics that were related to the prevalence of violence after adjusting for all of the other characteristics of schools. Middle and secondary schools were more likely than elementary schools to have experienced a violent incident. Compared with city schools, urban fringe schools were more likely to have had at least one violent incident, while no differences were detected among other locations while controlling for other factors.

The characteristic of the student population that was related to the prevalence of violence at school, while controlling for all other factors, was the percentage of students who considered academic achievement to be very important. This is consistent with the previous research that suggests that there is a connection between academic success and violence in schools (Maguin and Loeber 1995; Verdugo and Schneider 1999; Fleming et al. 2000).

The number of classroom changes that a school used in a typical school day was the only factor of school organization and management that was predictive of violent incidents at school during the 1999–2000 school year. While controlling for other factors, as the number of daily classroom changes increased, the odds of experiencing at least one violent incident also increased.

Previous studies have found that disorder in schools is related to the occurrence of more serious problems, such as violence (National Institute of Education 1978; Welsh 2000). Some measures of disorder discussed in this report were also related to violence and serious violence. During 1999–2000, schools with higher numbers of serious discipline problems and those that had schoolwide disruptions were more likely also to have experienced violence.

Although violent incidents and serious violent incidents are constructed using some of the same offenses, the prevalence of serious violence focuses on the most severe and disruptive crimes collected in the 2000 SSOCS. While some of the factors related to the prevalence of violence were also related to the prevalence of serious violence, some of the factors are different.

Unlike the prevalence of violent incidents, school level was not a significant predictor of serious violent incidents when controlling for all other factors. However, the enrollment size of the school was related to the prevalence of serious violence, but it was not related to the prevalence of violence. As the enrollment size of a school increased, so did the likelihood of experiencing a serious violent incident during the 1999–2000 school year. In terms of the location of a school, only urban fringe schools were less likely than city schools to experience a violent incident, while this relationship was not evident for serious violent incidents. Only rural schools were less likely than city schools to experience any serious violent incidents at school for the 1999–2000 school year.

Although the importance of academic achievement to students was not related to serious violent incidents as it was to violent incidents, the percentage of male enrollment was predictive of the prevalence of serious

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violence in schools. Consistent with research that shows that males are more likely to be both offenders and victims (Farrington 1993; Daly 1994; DeVoe et al. 2002), as the percentage of male students enrolled in schools increased, so did the likelihood of experiencing at least one serious violent incident.

Unlike the prevalence of violence, none of the factors of school organization and management were related to the presence of serious violent incidents during the 1999–2000 school year.

As with violent incidents, levels of school disorder were also related to the prevalence of serious violent incidents. The same factors of school disorder were predictive of the presence of serious violence in schools as were predictive of violent incidents. As the number of serious discipline problems in schools increased, so did the likelihood of experiencing serious violence during the 1999–2000 school year. Similarly, schools that experienced at least one schoolwide disruption during the school year were also more likely to experience a serious violent incident.

Any violence in American schools is a concern to educators, policymakers, and parents. This report examines not only those schools that have experienced any violence but also those schools that have a greater level of violence. The analysis of the overall violent and serious violent incidents revealed that a small percentage of schools accounted for a disproportionate number of incidents. In 1999–2000, 7 percent of schools accounted for 50 percent of the violent incidents, while still fewer, 2 percent of schools, had 50 percent of the serious violent incidents. For this reason, it is important to consider the types of schools that create these clusters of violent and serious violent incidents.

Some of the school demographic characteristics were related to schools that experienced a higher level of violent incidents during the 1999–2000 school year. As with previous studies of violence and crime, elementary schools experienced less violence than schools with higher grade levels. When compared to schools with no violent incidents, schools with a high level of violence were more likely to be middle schools than elementary schools. At the same time, secondary and combined schools were more likely than elementary schools to have a high level of violent incidents when compared to schools with a low-to-moderate level of violence.

Consistent with the idea expressed in previous research that schools with more students provide a greater opportunity for violence to occur, enrollment size was predictive of schools experiencing a high level of violence. As the number of students in schools increased, so did the likelihood of a high level of violence compared to either schools with no violence or a low-to-moderate level of violence.

The neighborhoods in which students live also were related to the level of violence in schools. Students who lived in neighborhoods with a high or mixed level of crime were more likely than schools with students who lived in neighborhoods with a low level of crime to have a higher level of violence when compared to schools with no violence or a low-to-moderate level of violent incidents. Schools with a high level of violence were also more likely than schools with a low-to-moderate level of violence to have students from neighborhoods with a moderate level of crime instead of low crime neighborhoods.

During the 1999–2000 school year, none of the characteristics of the student population provided a significant contribution to the likelihood of reporting a high level of violence when compared to schools with lesser levels of violent incidents.

As with the prevalence of violence in schools, the number of classroom changes employed during a typical school day was positively related to the schools with a high level of violent incidents. High violence schools had more classroom changes per day than schools with either no violence or a low-to-moderate number of violent incidents during the 1999–2000 school year.

The measures of school disorder that were related to experiencing any violent incidents were also related to high levels of violent incidents. Schools with a high level of violent incidents experienced more serious discipline problems than schools with lesser levels of violence.

Further, high violence schools were more likely than schools that did not experience any violence to have experienced a schoolwide disruption.

Although some of the same measures that were predictive of high levels of violent incidents were also related to high levels of serious violent incidents, many were not the same. For example, none of the school demographic characteristics, with the exception of enrollment size, were related to schools with a high level of serious violence when compared to schools with no serious violence or a low-to-moderate level of serious violence.

While none of the characteristics of the student population were related to varying levels of violent incidents, the percentage of students who were below the 15th percentile on standardized tests was related to high levels of serious violence. Compared with schools that experienced no serious violence or a low-to-moderate number of serious violent incidents, high serious violent schools were more likely to have a larger percentage of the student body below the 15th percentile on standardized tests.

Although the number of classroom changes was related to the different levels of violence at school, no such differences were detected for serious violent incidents. Instead, a different measure of the school organization and management was related to the schools' level of serious violence. When compared with schools with no serious violent incidents or a low-to-moderate level of serious violence, schools with a high number of incidents had a larger ratio of students to teachers in the 1999–2000 school year.

Finally, the same measures of school disorder that were predictive of the prevalence of violence and serious violence and schools with high levels of violence were also related to high levels of serious violent incidents in schools. Schools with a high level of serious violence had more serious discipline problems when compared to schools with no serious violence or a low-to-moderate level of serious violent incidents. When compared to schools with no serious violent incidents, high serious violent incident schools also experienced more schoolwide disruptions. In addition to these measures, schools with a high level of serious violent incidents were also more likely to have students transferred out of the school after the start of the school year than schools with no serious violent incidents or a low-to-moderate level of serious violence.

This report allows an initial examination of the conditions of American public schools. Many schools experienced at least some violence during the 1999–2000 school year. The results reported here provide data with which school principals, school officials, teachers, policymakers, parents, and students can continue to explore the existence of violence in schools, and those measures that are associated with its presence. Researchers are encouraged to use the information collected in the 2000 SSOCS to further analyze the measures of crime, violence, and discipline in the nation's public schools.

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Technical Notes and Methodology

Purpose of the Survey

After the 1996–1997 FRSS Principal/School Disciplinarian Survey on School Violence, NCES was interested in designing a survey program that would collect information related to crime and safety from the school's perspective. Conducted by Westat in the spring and summer of 2000, SSOCS has become NCES's primary source of school-level data on crime and safety. SSOCS was sponsored by the Department of Education's Office of Safe and Drug-Free Schools, and will be conducted again in the spring of 2004. The data used to produce this report are available at *http://nces.ed.gov/surveys/ssocs/*.

Sample Design and Data Collection

The sample for SSOCS was constructed using the public school universe file created as the frame for the 2000 Schools and Staffing Survey (SASS). The SASS file was based on the 1997–98 NCES Common Core of Data (CCD) Public School Universe File. Only the approximately 81,000 regular schools in the 1997–98 CCD/SASS were eligible for the study. The schools that were not included as regular schools included special education schools, alternative and vocational schools, schools in the territories, and schools that taught only prekindergarten, kindergarten, or adult education.

Because a large number of NCES surveys were in the field during the 1999–2000 school year, procedures were used to minimize overlap in the sampling. The NCES surveys fielded concurrently with SSOCS included National Assessment of Educational Progress (NAEP), Early Childhood Longitudinal Study-Kindergarten (ECLS-K), Schools and Staffing Survey (SASS), and an FRSS on teacher quality. The SASS frame was constructed in order to minimize the overlap with NAEP and ECLS-K that were in the field at the same time. For SSOCS, the minimization algorithm involved the derivation of a set of conditional selection probabilities that were used in selecting the sample.

The sample was stratified by school level (elementary, middle, secondary, and combined), type of locale (city, urban fringe, town, and rural), enrollment size (under 300, 300–499, 500–999, and 1,000 or more), and minority status (less than 5 percent of the students were racial/ethnic minorities or their minority status was unknown, 5 to 19 percent, 20 to 49 percent, and 50 percent or more). In addition, region (Northeast, Southeast, Central, and West) was used as a sorting variable in the sample selection process to induce implicit stratification. More information about the sample can be found in the 2000 School Survey on Crime and Safety: Detailed Data Documentation.

The sample was chosen to produce the following allocation of schools, assuming a response rate of 90 percent: 750 elementary schools, 1,000 middle schools, 1,000 secondary schools, and 250 combined schools. This allocation was chosen to permit a relatively detailed analysis of the three major levels (elementary, middle, secondary), while still being reasonably efficient for overall estimates. Within each of the four broad school level categories, the sample was allocated to substrata defined by type of locale, enrollment size, and minority status in rough proportion to the aggregate square root of the enrollment of schools in the stratum. The use of the square root of enrollment to determine the sample

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allocation is considered reasonably efficient for estimating both school-level characteristics (e.g., the number or percent of schools that reported a certain type of crime) and quantitative measures correlated with enrollment (e.g., the number of incidents or the number of students in schools that reported a certain type of crime).

Unit and Item Response Rates

In late March 2000, questionnaires were mailed to 3,366 school principals. The principal was asked to have the questionnaire completed by the person most knowledgeable about the school's disciplinary actions, and returned to Westat by April 17, 2000. The principal was asked to complete questions 12 and 20 regardless of who completed the rest of the questionnaire. Telephone followup for nonresponse and data retrieval began in late April. Almost all of the completed questionnaires were received by mail or fax, while a small number of questionnaires were completed by telephone. Data collection was ended on August 15 (after extending the data collection period in order to maximize the response rate).

A total of 52 schools in the sample were determined to be ineligible, primarily by being alternative rather than "regular" schools. Returned questionnaires were reviewed for completeness, and data retrieval was attempted on key items and school characteristics. At the end of the data collection period, 111 questionnaires were excluded because they had a substantial amount of missing data. Some additional questionnaires were received after the end of data collection, and were complete enough to be included in the final data file.

A total of 2,270 schools completed the survey. Thus, the final unweighted response rate was 68.5 percent (2,270 schools divided by the 3,314 eligible schools in the sample). The weighted response rate was 70.0 percent. Item response rates ranged from 33.0 percent to 100.0 percent, but typically were quite high (generally above 85 percent). Items with a response rate lower than 85 percent appear only on the restricted use data file, and were excluded from this analysis.

A total of 123 items were designated as key items. These were items in questions 2, 3, 9a, 10, 14, 15, 16 (columns 2–4), 19, 21, 21 (columns 1–3 for all, and columns 4–5 for rows a, b, c, and d), 24, 28, and 29. Any of these items that had missing data or data that conflicted with other responses and that could not be imputed through logical imputation were sent to data retrieval. If data continued to be missing after data retrieval, then the missing values were imputed. For most of the key data items, the response rate was greater than 98 percent. Depending on the type of data to be imputed and the extent of missing values, logical imputation, poststratum means, or hot-deck imputation methods were employed. For three data items, imputation was done using information from the 1998–99 CCD file.

An analysis was conducted of school level nonresponse to determine the extent to which nonresponse might bias the survey estimates. School level nonresponse differed by the characteristics of the school, and ranged from response rates of 64 to 80 percent. Generally, the characteristics that were related to nonresponse in the SSOCS were also correlated with many of the school characteristic variables collected in the survey (e.g., level, type of locale, enrollment size of school, region, pupil-to-teacher ratio, minority status). This suggests that the type of nonresponse adjustments used to weight the SSOCS data may be effective in reducing nonresponse biases. The weights were also adjusted based on a CHAID analysis to further reduce bias from nonresponse. A comparison of weighted estimates using initial and final weights revealed virtually no significant differences, suggesting that the original nonresponse adjustments were already highly effective. The adjusted weights were nevertheless maintained based on the theoretical likelihood that some estimates might be improved by the revision to the weights.[10]

The following table provides some characteristics of the respondents and nonrespondents from the 2000 SSOCS, as well as weighted and unweighted response rates for each of the schools by the stratification variables (table E).

[10] For a more detailed analysis of the bias associated with nonresponse on estimates from SSOCS, see appendix H of the 2000 School Survey on Crime and Safety: Detailed Data Documentation.

Table E. Distribution of sample schools by response status and response rates by various school and district characteristics: 1999–2000

Characteristic	Total	Number of nonrespondents	Number of respondents	Number ineligible	Unweighted response rate (percent)	Weighted response rate (percent)
Total	3,366	2,270	1,044	52	68.5	70.0
Level						
Elementary	841	565	266	10	68.0	69.0
Middle	1,131	749	368	14	67.1	69.7
Secondary	1,125	757	350	18	68.4	71.0
Combined	269	199	60	10	76.8	79.6
Enrollment size						
Less than 300	439	315	91	33	77.6	76.3
300–499	639	466	166	7	73.7	70.9
500–999	1,325	905	413	7	68.7	67.5
1,000 or more	963	584	374	5	61.0	61.1
Region						
Northeast	647	397	247	3	61.6	64.1
Southeast	772	548	212	12	72.1	74.0
Central	904	668	218	18	75.4	77.1
West	1,043	657	367	19	64.2	64.3
Urbanicity						
City	1,003	603	380	20	61.3	63.6
Urban fringe	1,228	810	407	11	66.6	67.5
Town	487	365	113	9	76.4	75.4
Rural	648	492	144	12	77.4	77.0
Percent minority						
Less than 5 percent/missing	780	597	167	16	78.1	77.8
5 to 19 percent	885	624	253	8	71.2	71.3
20 to 49 percent	793	506	278	9	64.5	65.4
50 percent or more	908	543	346	19	61.1	64.6
Free lunch category						
Missing	613	384	200	29	65.8	69.9
Less than 35 percent	1,797	1,251	535	11	70.0	70.6
35 to 49.99 percent	366	247	116	3	68.0	69.9
50 to 74.99 percent	381	256	122	3	67.7	70.7
75 percent or more	209	132	71	6	65.0	66.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Sources of Error and Statistical Analysis Procedures

The accuracy of any statistic is determined by the joint effects of nonsampling and sampling errors. Both types of error affect the estimates presented in this report. Several sources can contribute to nonsampling errors, including errors resulting from nonresponse or noncoverage, errors associated with reporting, and errors made in the collection of the data. Nonsampling errors may exist because of such problems as the differences in the respondents' interpretation of the meaning of the questions; the respondents' not being able to obtain the information necessary to answer the questions; the respondents' providing inaccurate estimates for other reasons; misrecording of the responses; incorrect editing, coding, and data entry; missed information related to the time the survey was conducted; or errors in data preparation. To minimize the potential for nonsampling errors, the questionnaire was tested in two rounds of pilot tests with public school principals like those who completed the survey. During the design

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of the survey and the survey pilot tests, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire and instructions were extensively reviewed by external experts, the National Center for Education Statistics, other members of the Department of Education, and the Department of Justice.

Although nonsampling errors due to questionnaire and item nonresponse can be reduced somewhat by the adjustment of sample weights and imputation procedures, correcting nonsampling errors or gauging the effects of these errors is usually difficult.

In order to provide a context to the estimates used for analysis in this report, it may be necessary to understand the population as a whole. For this reason, table F provides the estimates of all schools and their enrollments by all of the variables used for analysis.

Standard Errors

The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of public schools reporting they experienced at least one violent incident in 1999–2000 is 71 percent, and the estimated standard error is 1.4 percent. The 95 percent confidence interval for the statistic extends from [71–(1.4 times 1.96)] to [71 + (1.4 times 1.96)] or from 68.3 to 73.7 percent.

Estimates of standard errors for this report were computed using a technique known as a jackknife replication method. Standard errors for all of the estimates are presented in supplemental tables.

Statistical Tests

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variations. Unless otherwise noted, all statements cited in the report are statistically significant at the .05 level. Several test procedures were used, depending upon the type of data being analyzed and the nature of the statement being tested. The primary test procedure used in this report was the Student's *t* statistic, which tests the difference between two sample estimates, for example, between elementary schools and high schools. The formula used to compute the *t* statistic is as follows:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \qquad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Note that this formula is valid only for independent estimates. When the estimates are not independent (for example, when comparing a total percentage with that for a subgroup included in the total), a covariance term (i.e., $2 * se_1 * se_2$) must be added to the denominator of the formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 + 2 * se_1 * se_2}} \qquad (2)$$

Once the *t* value was computed, it was compared with the published tables of values at certain critical levels, called *alpha levels*. For this report, an alpha value of 0.05 was used, which has a *t* value of 1.96. If the *t* value was larger than 1.96, then the difference between the two estimates was statistically significant at the 95 percent level.

While many descriptive comparisons in this report were tested using a t statistic, some comparisons among categories of an ordered variable with three or more levels involved a test for a linear trend across all

Table F. Total enrollment as of October 1, by school characteristics: 1999–2000

School characteristic	Number of schools		Total enrollment (in thousands)		Percent		Mean per school	
	Estimate	Standard errors	Estimate	Standard errors	Percent	Standard errors	Percent	Standard errors
All public schools	*82,000*	*0.0*	*46,600*	*332*	*100*	*0.0*	*568.4*	*4.05*
Level								
Elementary	49,900	0.0	23,400	230	50	0.4	469.2	4.60
Middle	15,400	0.0	9,600	104	21	0.2	624.0	6.76
Secondary	11,900	179.1	11,700	216	25	0.4	983.8	18.63
Combined	4,800	179.1	1,910	117	4	0.2	395.6	20.66
Enrollment size								
Less than 300	20,100	486.3	3,700	141	8	0.3	186.0	5.43
300 to 499	22,800	610.9	9,100	260	19	0.6	397.1	3.21
500 to 999	30,400	614.6	20,600	427	44	0.8	678.4	5.38
1,000 or more	8,700	249.4	13,200	337	28	0.7	1,518.0	27.54
Urbanicity								
City	19,400	0.0	13,500	357	29	0.7	697.9	18.42
Urban fringe	26,400	0.0	18,300	276	39	0.6	694.7	10.45
Town	10,400	0.0	5,100	109	11	0.2	486.4	10.43
Rural	25,800	0.0	9,700	190	21	0.4	375.3	7.38
Crime level where students live								
High	5,600	540.3	3,700	330	8	0.7	657.8	42.69
Moderate	14,300	983.4	9,100	491	20	1.1	638.7	22.05
Low	54,000	118.3	28,300	603	61	1.2	523.3	6.40
Mixed	7,900	563.5	5,400	290	12	0.6	680.4	30.33
Percent minority enrollment[1]								
0 to 5 percent	24,600	1,212.4	10,400	497	23	1.0	422.9	9.66
6 to 20 percent	18,200	898.4	10,600	417	23	0.9	580.0	15.48
21 to 50 percent	16,500	826.9	10,300	474	22	1.0	625.4	14.33
More than 50 percent	21,600	973.6	14,800	519	32	1.1	687.3	19.15
Percent of students eligible for free/reduced price lunch								
0 to 20 percent	23,000	1,009.3	15,000	568	32	1.2	650.5	15.60
21 to 50 percent	28,800	1,075.2	15,600	574	33	1.1	540.0	13.47
More than 50 percent	30,100	1,165.0	16,000	582	34	1.3	532.9	11.72
Percent of students below 15th percentile on standardized tests								
0 to 5 percent	25,100	1,181.7	13,000	597	28	1.3	519.3	15.62
6 to 15 percent	32,900	1,096.1	19,000	630	41	1.3	578.4	13.39
More than 15 percent	24,000	839.8	14,500	510	31	1.1	606.0	14.57
Percent of students likely to attend college								
Up to 35 percent	24,700	1,172.9	13,300	590	28	1.3	536.5	12.58
36 to 60 percent	29,400	1,096.0	15,300	559	33	1.2	521.3	9.75
More than 60 percent	27,900	977.4	18,000	525	39	1.1	646.4	14.13
Percent of students who consider academic achievement important								
Up to 25 percent	6,800	687.6	3,700	371	8	0.8	541.4	26.55
26 to 50 percent	17,800	931.0	9,300	431	20	0.9	523.2	17.25
51 to 75 percent	26,500	1,100.2	14,900	574	32	1.2	564.5	14.03
More than 75 percent	30,900	1,094.7	18,700	574	40	1.2	603.6	12.36

See footnotes at end of table.

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Table F. Total enrollment as of October 1, by school characteristics: 1999–2000—Continued

School characteristic	Number of schools		Total enrollment (in thousands)		Percent		Mean per school	
	Estimate	Standard errors	Estimate	Standard errors	Percent	Standard errors	Percent	Standard errors
Percent male enrollment								
Up to 44 percent	10,000	826.2	5,200	388	11	0.8	517.5	26.12
45 to 55 percent	62,200	1,078.6	36,800	543	79	1.1	592.3	6.81
More than 55 percent	9,800	791.9	4,600	378	10	0.8	468.3	25.35
Student/teacher ratio[2]								
Less than 12:1	27,400	1,147.5	11,200	532	24	1.2	409.8	9.47
12:1 to 16:1	27,200	1,114.7	16,500	583	35	1.3	607.2	12.93
More than 16:1	23,200	914.3	16,600	662	36	1.3	716.1	17.56
Number of classroom changes[3]								
0 to 3 changes	22,100	1,053.4	10,500	178	23	1.2	476.8	13.55
4 to 6 changes	36,000	1,121.1	21,500	554	46	1.2	596.9	10.82
More than 6	19,900	721.3	12,300	553	26	0.9	618.7	15.15
Use of paid law enforcement								
Regular use	39,600	1,072.4	16,600	489	36	1.1	420.4	7.22
No regular use	42,400	1,072.4	30,000	613	64	1.1	706.6	10.51
Number of serious discipline problems[3]								
No problems	51,100	1143.7	26,500	570	57	1.2	519.7	6.26
1 problem	15,800	1064.7	9,300	547	20	1.1	588.1	18.70
2 problems	7,300	525.4	5,000	336	11	0.7	679.2	36.37
3 or more problems	7,800	476.3	5,800	363	12	0.8	743.7	41.18
Transfers as percentage of enrollment[4]								
Up to 5 percent	19,500	1,176.0	11,100	598	25	1.3	568.4	21.76
6 to 10 percent	17,900	1,016.1	9,500	472	21	1.0	528.7	18.46
11 to 20 percent	18,800	925.0	10,200	541	23	1.2	541.7	14.85
More than 20 percent	22,700	1,207.6	13,600	670	31	1.5	599.1	16.38
Prevalence of schoolwide disruptions								
No disruptions	68,300	726.8	36,700	511	79	0.9	537.6	4.64
Any disruptions	8,200	600.4	6,800	383	15	0.8	839.1	37.49
Percent of students absent without excuses								
None	15,300	932.3	6,800	419	15	0.9	442.0	13.71
1 or 2 percent	33,200	1,217.4	17,200	606	37	1.3	516.9	10.79
3 to 5 percent	21,300	984.0	13,000	591	28	1.3	609.2	16.90
6 to 10 percent	8,500	543.3	6,800	380	15	0.8	804.3	35.68
More than 10 percent	3,700	464.6	2,900	336	6	0.7	777.1	47.93
Prevalence of violent incidents[5]								
No violent incidents	23,400	1,121.5	10,300	566	22	1.2	441.3	14.38
Any violent incidents	58,500	1,121.5	36,300	601	78	1.2	619.3	7.14

[1]Some schools are omitted from these categories because of missing data on their school characteristics. For this reason, the detailed results do not sum to the totals.

[2]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time equivalent teachers. The total number of full-time equivalent teachers is a combination of the full-time and part-time teachers, including special education teachers, with an adjustment to compensate for the part-time status of those teachers.

[3]Serious discipline problems is a count of discipline problems reported by principals. These discipline problems include student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, and student acts of disrespect for teachers. If a principal reported that any of these problems occurred daily or weekly in their school, each was counted once in the total number of serious discipline problems. Undesirable gang activities, and undesirable cult or extremist group activities were also counted once as a problem if the principal reported that these events occurred at all in their school.

[4]Transfers as a percentage of enrollment combines the number of students who were transferred to a school and the number of students who were transferred from a school, divided by the total number of students enrolled in the school.

[5]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to a variable with ordered categories, Analysis of Variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included orthogonal linear contrasts corresponding to successive levels of the independent variable. These were used to create mean squares for the within- and between-group variance components and their corresponding F statistics, which were then compared with published values of F for a significance level of .05. Significant values of both the overall F and the F associated with the linear contrast term were required as evidence of a linear relationship between the two variables.

Multivariate Analysis

A multivariate analysis is performed for two reasons. First to confirm the bivariate relationships found in the first part of this report, and second, to identify correlates related to the schools with a high volume of incidents as shown by the distribution of incidents in the hotbed analysis. The bivariate relationships presented in the *Incidents of Violence in Public Schools* section are the simple relationships between school characteristics and the prevalence of violence and serious violence in public schools. To further examine these relationships, and to address the fact that schools were not randomly assigned particular characteristics, a number of variables were introduced into multivariate regression equation. Without controlling for the relationships between these characteristics, one might erroneously conclude that a particular variable was related to violence in schools. To disentangle these interrelationships between school characteristics and school violence four multivariate regression equations are presented.

The first two regression equations in *Influences of School Crime Characteristics on Violence and Serious Violence* examine the relationship between school characteristics and the prevalence of violence and serious violence in public schools. A multivariate logistic regression was used since the dependent variable had only two meaningful categories—a violent incident at school and no violent incidents at school. The logistic regression equation addresses the limited dependent variable by conducting a logit transformation of the dependent variable. In addition, the equation uses weighted data and sampling design stratification variable. Using sampling weights and the stratification variable produces unbiased estimates and the correct standard errors.

Odds ratios (computed e^b) are obtained to estimate the change in relative odds of a particular variable in the logistic regression equation making the coefficients easier to interpret. An odds ratio greater than one indicates a greater likelihood of having the characteristic than the omitted group, a ratio equal to one indicates no greater or lesser likelihood of having the characteristic, and a ratio less than one indicates a lower likelihood of having the characteristic compared to the omitted value. Most statistical packages will generate both the coefficients and the odds ratios. For example, in table A, middle schools are 2.28 times more likely to have a violent incident at school than elementary schools, after simultaneously examining the other factor in the regression equation. Another way to state this is that middle schools are 128 percent [computed (2.28-1)*100=(1.28)*100=128] more likely than elementary schools to have a violent incident in 1999–2000.

In order to address concerns about multicollinearity, variance inflaction factors and a correlation matrix were run for the variables in the regression equations, and all were within acceptable limits with the exception of two variables. Specifically, all of the variables had a variance inflation factor of less than three except for transfers to and from school. These variables showed marginal signs of multicollinearity with tolerances of 0.22 each, or variance inflation factors of 4.6. The correlation matrix revealed that these two variables are correlated with one another at 0.87.

The equations in *Correlates of Schools with Violent and Serious Violent Incidents* examine the relationship

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between school characteristics and schools with high volumes of violence and serious violence. As shown in figures 18 and 19, a small percentage of schools accounted for a large number of incidents nationally. To identify the characteristics associated with these high volume violent schools, multinomial logistic regression equations were used. The dependent variable was coded into three mutually exclusive groups—schools with no violent incidents, schools with low-to-moderate violence levels (1–59 violent incidents in 2000), and schools that experienced high volumes of violent incidents in 1999–2000 (60 or more violent incidents). The 60 incident cut-point was chosen since schools in this category account for 50 percent of all school violence in 2000 (figure 18). Similarly, we classified schools by the number of serious violent incidents in 1999–2000: schools with no serious violent incidents, schools with 1 to 8 incidents, and schools with 9 or more incidents of serious violent incidents. Once again, the high volume cut-off point was chosen because it captures the schools that account for 50 percent of the serious violence in schools nationally.

Multinomial logistic regression compares one category to the other two categories. The regression equation uses schools with a large number of violent incidents as the reference category. This allows the identification of the characteristics of those schools that account for a relatively high volume of violence. The coefficients show the odds that a school experiences either low-to-moderate violence or no violence relative to the odds of experiencing a high volume of violence. The same analytical approach was taken for serious violence. Schools with no serious violence and schools with 1 to 8 serious violent incidents were compared to schools that experienced 9 or more serious violent incidents in 2000.

As with logistic regression, the coefficients are transformed for easier interpretation. For multinomial logistic regression, relative risk ratios (rrr) were used. The rrr is interpreted as the odds that an event will occur compared to the reference category, while at the same time controlling for the other response category. For example, a unit change in percent males impacts the odds that a school will have no violence incidents compared to having a high volume of violent incidents, while controlling for schools that experienced low-to-moderate violent incidents in 2000.

Unlike the previous sections of this report, the continuous variables were used rather than the collapsed variable whenever possible. It is possible that relationships may vary between the bivariate and multivariate analysis because of the difference in coding. For the multivariate regression equations, continuous variables were used for enrollment size, percent minorities, percent free/reduced-price lunch, below the 15th percentile, student/teacher ratio, classroom changes, percent male enrollment, percent of students likely to attend college, percent of students likely to consider academic achievement important, number of serious discipline problems, number of schoolwide disruptions, transfers to school during the school year, transfers from school during the school year, and percent of students absent without excuses.

Bias Analysis

Not all schools responded to every item used in the multivariate analyses. In many cases, the missing data were imputed. Four variables in the report were not imputed: percent minority enrollment, student/teacher ratio, number of classroom changes, transfers as a percentage of student enrollment. Only the variables that were designed as key items for the purposes of data collection were imputed. When the missing item was not imputed the case was eliminated from the multivariate analysis. The practice of dropping cases (i.e., schools) that have at least one missing item presents the potential problem of introducing bias into the estimates. If certain schools were less likely to respond to questions used in this analysis, this could lead to biased or spurious relationships. For example, if city schools were more likely than other schools to experience violent incidents, and city schools were also more likely to have missing data, this could have an impact on the magnitude and direction of relationships between variables.

To address the issue of missing data, schools eliminated from the regression analyses because of missing data were compared to schools used in the analyses.

Specifically, the groups were compared based on fifteen school characteristics: level, enrollment size, urbanicity, percent below 15th percentile on standardized test, percent with limited English proficiency, percent college bound, percent who value academic achievement, percent absent without an excuse, use of police on campus, percent eligible for free lunch, percent male, number of violent incidents, number of serious violent incidents, prevalence of violence, and the prevalence of serious violence.

Differences were detected in only two variables: level and urbanicity. Elementary schools were less likely than middle and secondary schools to have missing data. City schools were less likely than rural schools to have missing data. However, no differences were detected in the number or prevalence of violence or serious violence experienced by schools eliminated from the analyses compared to those used in the analyses. Therefore, it is not likely that the elimination of schools because of missing data had a significant impact on multivariate results.

Derived Variables

The **number of classroom changes** variable represents the number of changes from one classroom to another in a typical school day. Principals were instructed to count going to lunch and then returning to the same or different classroom as 2 classroom changes. They also were instructed not to count morning arrival or afternoon departure as a classroom change. If a school reported more than 10 classroom changes, it appears that they may have been double counting the number of changes by counting both the class that the student left and the class that the student entered. For the purposes of analysis, the cases where the respondent reported between 10 and 20 classroom changes were divided by 2. The cases where the respondent reported more than 20 classroom changes were set to missing.

The **level** variable was constructed from the Common Core of Data (CCD). The CCD includes information about the highest grade and lowest grade served by a school. For this analysis, elementary schools are those in which the lowest grade is less than or equal to third grade, and the highest grade is less than or equal to eighth grade. Middle schools are those in which the lowest grade is greater than or equal to fourth grade, and the highest grade is less than or equal to ninth grade. Secondary schools were those that had a lowest grade greater than or equal to ninth grade, and a highest grade of less than or equal to twelfth grade. Combined schools included those with a low grade less than or equal to third grade with a high grade of greater than eighth grade, or the school had a highest grade of ninth grade with a lowest grade greater than third grade.

The **number of serious discipline problems** variable was derived by combining principals' responses to the amount of the following behaviors that would constitute a serious problem for the school: student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, student acts of disrespect for teachers, undesirable gang activities, and undesirable cult or extremist group activities. If a principal responded that student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, student acts of disrespect for teachers occurred in the school daily or at least once a week, the problem was considered to be a serious. If a principal responded that undesirable gang activities or undesirable cult or extremist group activities occurred at all, they were considered a serious problem in the school. The number of behaviors was added together to provide a count of the number of serious discipline problems in the school.

The **other incidents** variable used to provide an estimate of the number and percent of schools that experienced such an incident at school was derived by including the schools that reported at least one possession of a firearm or explosive devise, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism. In order to provide an estimate of the total number of other incidents that occurred, all of the incidents reported for each type of crime were combined. If a respondent left the total number of any of the incidents missing, the variable was imputed with the total number of the incident that was reported to the police.

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The **percent minority** variable was derived from the Common Core of Data (CCD), and includes students in the following racial or ethnic groups: American Indian or Alaska Native, Asian or Pacific Islander, Hispanic, and Black, non-Hispanic.

The **serious violent incidents** variable used to provide an estimate of the number and percent of schools that had experienced such an incident at school was derived by including the schools that reported at least one rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, robbery with a weapon, or robbery without a weapon. In order to provide an estimate of the total number of serious violent incidents that occurred, all of the incidents reported for each type of crime were combined. If a respondent left the total number of any of the incidents missing, the variable was imputed with the total number of the incident that was reported to the police.

The **student/teacher ratio** variable was derived by dividing the total number of students enrolled in the school by the total number of full-time teachers. The total number of full-time teachers is a combination of the full-time and part-time teachers, including special education teachers, with an adjustment to compensate for the part-time status of those teachers.

The **transfers as percentage of enrollment** variable was derived by combining the number of students who were transferred to a school and the number of students who were transferred from a school, and dividing by the total number of students enrolled in the school.

The **urbanicity** variable was constructed from the Common Core of Data (CCD). The CCD uses eight different categories in describing the location of the schools. Four categories were included for the SSOCS data by combining the categories from the CCD. City schools were those in a central city of a metropolitan statistical area, and included those schools located in large or midsize cities from the CCD. Urban fringe schools were located in any incorporated place, Census-designated place, or non-place territory within a CMSA or MSA of a city, and defined as urban by the Census Bureau, and included those schools located in the urban fringe of large or midsized cities from the CCD. Town schools were located in any incorporated place, Census-designated place with a population greater than or equal to 2,500 and located outside a CMSA or MSA, and included schools in large or small towns from the CCD. Rural schools were ones in any incorporated place, Census-designated place, or non-place territory designated as rural by the Census Bureau, and included schools outside of an MSA and rural, but inside of an MSA from the CCD.

The **use of paid law enforcement** variable was derived by including those schools that reported the use of paid law enforcement or security services at any time during school hours, while students were arriving or leaving, at selected school activities, or at other times if the description was consistent with regular use.

The **violent incidents** variable used to provide an estimate of the number and percent of schools that had experienced such an incident was derived by including the schools that reported at least one rape, sexual battery other than rape, physical attack or fight with a weapon, physical attack or fight without a weapon, threat of physical attack with a weapon, threat of physical attacks without a weapon, robbery with a weapon, or robbery without a weapon. In order to provide an estimate of the total number of violent incidents that occurred, all of the incidents reported for each type of crime were combined. If a respondent left the total number of any of the incidents missing, the variable was imputed with the total number of the incident that was reported to the police.

Glossary of Terms

The following terms were defined on the survey questionnaire. Within the questionnaire, these terms were underlined. Respondents were instructed to consult the definitions for any underlined term.

At school/at your school—include activities happening in school buildings, on school grounds, on school buses,

and at places that are holding school-sponsored events or activities. Unless otherwise specified, only respond for those times that were normal school hours or school activities/events were in session.

Cult or extremist group—a group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.

Firearm/explosive device—any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Gang—an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

Intimidation—to frighten, compel, or deter by actual or implied threats. It includes bullying and sexual harassment.

Physical attack or fight—an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Rape—forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.

Robbery—the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or battery.

Sexual battery—an incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

Sexual harassment—unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.

Theft/larceny (taking things over $10 without personal confrontation)—the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.

Vandalism—the willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking.

Weapon—any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others.

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Tables of Estimates

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Table 1. Number and percentage of public schools with violent and other incidents, by school characteristics: 1999–2000

School characteristic	Violent incidents[1]			Serious violent incidents[2]			Theft			Other incidents[3]		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	58,549	71	1,466,395	16,177	20	60,719	37,381	46	217,875	59,583	73	575,018
Level												
Elementary	30,500	61	717,358	7,193	14	22,978	15,111	30	42,179	30,932	62	167,369
Middle	13,457	87	441,297	4,526	29	18,172	9,931	65	62,671	13,653	89	170,059
Secondary	10,880	92	261,412	3,466	29	15,178	9,422	79	100,482	10,994	93	203,770
Combined	3,712	77	46,328	993	21	4,390	2,917	60	12,543	4,005	83	33,820
Enrollment size												
Less than 300	12,207	61	115,436	1,992	10	6,870	6,633	33	21,900	12,145	60	53,383
300 to 499	15,559	68	301,146	3,591	16	9,488	9,106	40	34,628	15,017	66	102,131
500 to 999	23,020	76	755,094	7,441	25	27,535	15,341	51	73,631	24,337	80	228,160
1,000 or more	7,763	89	294,718	3,153	36	16,825	6,301	72	87,715	8,084	93	191,345
Urbanicity												
City	14,967	77	494,019	5,300	27	22,125	10,188	53	67,439	15,555	80	182,236
Urban fringe	17,790	67	453,041	5,825	22	22,989	11,579	44	82,143	18,098	69	201,787
Town	7,682	74	221,285	2,082	20	7,058	4,794	46	22,968	7,837	75	64,314
Rural	18,110	70	298,050	2,970	12	9,547	10,819	42	45,324	18,093	70	126,681
Crime level where students live												
High	4,648	84	300,280	2,083	38	12,007	3,354	60	16,929	4,463	80	58,694
Moderate	10,456	73	379,520	3,508	25	14,766	6,964	49	41,351	11,149	78	132,918
Low	36,969	68	598,960	8,584	16	21,865	22,514	42	122,612	37,010	69	292,236
Mixed	6,275	79	182,137	1,962	25	11,693	4,434	56	35,915	6,729	85	87,882
Percent minority enrollment[4]												
0 to 5 percent	17,241	70	261,180	3,387	14	8,014	10,703	44	49,424	17,249	70	128,349
6 to 20 percent	12,585	69	284,601	3,575	20	12,073	8,011	44	54,008	12,358	68	129,676
21 to 50 percent	11,680	71	338,833	3,493	21	18,151	7,443	45	47,866	12,843	78	140,074
More than 50 percent	16,034	74	560,354	5,627	26	21,855	10,586	49	64,067	16,290	76	170,405
Percent of students eligible for free/reduced-price lunch												
0 to 20 percent	15,672	68	288,327	3,729	16	11,170	10,682	46	74,569	15,855	69	159,995
21 to 50 percent	20,466	71	499,769	5,328	18	18,534	13,628	47	84,417	21,218	74	217,217
More than 50 percent	22,410	74	678,299	7,120	24	31,015	13,071	43	58,889	22,511	75	197,807

See footnotes at end of table.

Table 1. Number and percentage of public schools with violent and other incidents, by school characteristics: 1999–2000—Continued

School characteristic	Violent incidents[1]			Serious violent incidents[2]			Theft			Other incidents[3]		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests												
0 to 5 percent	16,163	64	273,569	3,478	14	7,880	9,915	40	55,023	16,596	66	121,494
6 to 15 percent	23,956	73	509,464	6,296	19	22,642	15,067	46	91,168	24,300	74	238,900
More than 15 percent	18,430	77	683,362	6,403	27	30,197	12,399	52	71,684	18,688	78	214,624
Percent of students likely to attend college												
Up to 35 percent	19,127	77	593,310	5,663	23	23,625	11,960	48	56,550	19,127	77	184,855
36 to 60 percent	20,955	71	534,695	5,718	19	23,697	12,642	43	68,453	21,689	74	193,527
More than 60 percent	18,466	66	338,390	4,796	17	13,396	12,780	46	92,872	18,767	67	196,636
Percent of students who consider academic achievement important												
Up to 25 percent	5,661	83	158,874	1,484	22	8,649	3,928	58	20,800	5,828	86	55,698
26 to 50 percent	14,797	83	380,803	4,796	27	20,193	9,641	54	54,042	14,348	81	156,553
51 to 75 percent	18,461	70	506,405	4,845	18	15,914	11,827	45	69,147	19,657	74	194,210
More than 75 percent	19,630	63	420,313	5,052	16	15,963	11,986	39	73,886	19,751	64	168,557
Percent male enrollment												
Up to 44 percent	6,831	69	180,326	1,448	15	6,418	4,387	44	18,181	6,572	66	52,043
45 to 55 percent	45,584	73	1,178,775	13,168	21	47,133	29,371	47	182,647	46,873	75	475,691
More than 55 percent	6,134	63	107,294	1,561	16	7,167	3,624	37	17,047	6,139	63	47,285
Student/teacher ratio[4,5]												
Less than 12:1	18,683	68	371,508	4,335	16	13,319	11,420	42	57,226	19,946	73	152,756
12:1 to 16:1	19,421	72	520,798	5,313	20	22,334	13,241	49	74,285	19,155	71	202,869
More than 16:1	18,087	78	510,419	5,797	25	22,988	11,315	49	78,240	18,199	78	196,236
Number of classroom changes[4]												
0 to 3 changes	12,713	58	258,202	3,027	14	10,156	6,672	30	18,611	13,390	61	67,706
4 to 6 changes	26,234	73	703,346	7,492	21	27,989	15,962	44	101,765	25,909	72	283,807
More than 6	16,379	82	436,091	4,722	24	18,643	12,269	62	83,344	17,168	86	188,593
Use of paid law enforcement												
Regular use	24,435	62	405,379	5,126	13	13,541	12,345	31	40,882	24,283	61	125,227
No regular use	34,114	80	1,061,016	11,051	26	47,177	25,036	59	176,993	35,300	83	449,791

See footnotes at end of table.

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Table 1. Number and percentage of public schools with violent and other incidents, by school characteristics: 1999–2000—Continued

School characteristic	Violent incidents[1]			Serious violent incidents[2]			Theft			Other incidents[3]		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems[6]												
No problems	32,666	64	464,490	6,720	13	16,279	18,851	37	81,450	33,836	66	220,984
1 problem	12,829	81	379,752	3,904	25	16,476	8,418	53	51,201	12,227	77	129,157
2 problems	6,106	84	246,748	2,872	39	13,331	4,654	64	35,354	6,529	89	87,481
3 or more problems	6,947	89	375,405	2,681	34	14,632	5,458	70	49,870	6,991	90	137,395
Transfers as percentage of enrollment[7]												
Up to 5 percent	12,909	66	205,576	3,331	17	11,734	9,261	47	54,149	12,987	66	117,743
6 to 10 percent	12,099	68	210,032	3,108	17	10,881	8,147	46	45,719	12,489	70	102,882
11 to 20 percent	14,202	75	321,003	4,214	22	12,855	8,301	44	51,947	14,063	75	137,607
More than 20 percent	17,218	76	656,110	4,989	22	22,362	10,577	47	59,169	17,599	78	190,223
Prevalence of schoolwide disruptions												
No disruptions	47,883	70	1,148,135	12,251	18	39,575	29,882	44	159,063	48,521	71	422,548
Any disruptions	7,346	90	236,474	3,002	37	17,098	5,289	65	47,659	7,309	90	114,997
Percent of students absent without excuses												
None	8,426	55	142,025	1,950	13	4,563	4,768	31	22,048	8,397	55	58,089
1 or 2 percent	24,183	73	490,743	5,517	17	18,798	14,112	42	71,852	24,386	73	191,815
3 to 5 percent	15,890	75	446,446	4,465	21	14,397	11,063	52	65,889	16,638	78	169,593
6 to 10 percent	7,144	85	262,586	3,139	37	17,025	5,464	65	44,921	7,469	88	104,873
More than 10 percent	2,905	78	124,595	1,105	30	5,936	1,974	53	13,165	2,693	72	50,648

[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[3]Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism.

[4]Some schools are omitted from these categories because of missing data on their school characteristics. For this reason, the detailed results do not sum to the totals.

[5]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time equivalent teachers. The total number of full-time equivalent teachers is a combination of the full-time and part-time teachers, including special education teachers, with an adjustment to compensate for part-time status.

[6]Serious discipline problems is a count of discipline problems reported by principals. These discipline problems include student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, and student acts of disrespect for teachers. If a principal reported that any of these problems occurred daily or weekly in their school, each was counted once in the total number of serious discipline problems. Undesirable gang activities, and undesirable cult or extremist group activities were also counted once as a problem if the principal reported that these events occurred at all in their school.

[7]Transfers as a percentage of enrollment combines the number of students who were transferred to a school and the number of students who were transferred from a school, divided by the total number of students enrolled in the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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Table 2. Number and percentage of public schools with violent and other incidents reported to police, by selected school characteristics: 1999–2000

School characteristic	Violent incidents[1]			Serious violent incidents[2]			Theft			Other incidents[3]		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	29,471	36	256,876	12,115	15	34,281	23,359	28	105,475	42,664	52	293,984
Level												
Elementary	10,020	20	48,057	4,189	8	9,205	7,680	15	15,456	18,078	36	67,049
Middle	8,543	56	81,441	3,821	25	10,812	6,166	40	26,514	11,246	73	75,317
Secondary	8,445	71	116,407	3,322	28	12,672	7,543	64	58,471	10,145	86	137,137
Combined	2,463	51	10,972	783	16	1,592	1,970	41	5,034	3,195	66	14,481
Enrollment size												
Less than 300	4,008	20	13,181	1,396	7	2,532	3,483	17	8,310	7,176	36	21,171
300 to 499	6,622	29	27,255	2,225	10	5,348	5,136	23	13,943	10,252	45	43,244
500 to 999	12,738	42	108,251	5,543	18	13,941	9,640	32	32,423	17,652	58	103,252
1,000 or more	6,104	70	108,189	2,951	34	12,460	5,101	59	50,799	7,583	87	126,318
Urbanicity												
City	8,608	44	106,528	4,072	21	15,501	6,639	34	35,461	11,782	61	108,147
Urban fringe	9,339	35	89,107	4,370	17	11,954	7,421	28	38,978	13,016	49	100,492
Town	4,170	40	26,007	1,431	14	2,765	3,159	30	11,880	5,778	55	29,751
Rural	7,354	29	35,235	2,242	9	4,061	6,140	24	19,155	12,088	47	55,594
Crime level where students live												
High	3,294	59	41,805	1,708	31	6,476	2,380	43	8,654	3,806	69	35,608
Moderate	5,689	40	58,162	2,583	18	8,695	4,090	29	18,351	7,873	55	63,153
Low	16,733	31	110,692	6,028	11	12,432	14,225	26	62,301	25,498	47	147,123
Mixed	3,629	46	42,914	1,756	22	6,290	2,599	33	15,382	5,287	67	45,544
Percent minority enrollment[4]												
0 to 5 percent	7,330	30	34,847	2,177	9	4,316	6,364	26	20,084	11,199	46	54,841
6 to 20 percent	6,268	34	50,857	2,539	14	5,646	5,315	29	28,999	9,441	52	65,753
21 to 50 percent	6,269	38	64,614	2,821	17	8,262	4,463	27	23,702	9,522	58	71,564
More than 50 percent	9,172	43	102,236	4,525	21	15,861	6,820	32	30,908	11,952	55	98,448
Percent of students eligible for free/reduced-price lunch												
0 to 20 percent	8,256	36	68,581	2,823	12	7,327	7,079	31	38,898	11,976	52	87,718
21 to 50 percent	9,800	34	88,215	3,952	14	10,273	8,211	28	38,810	15,097	52	102,450
More than 50 percent	11,415	38	100,081	5,340	18	16,680	8,070	27	27,766	15,591	52	103,816

See footnotes at end of table.

Table 2. Number and percentage of public schools with violent and other incidents reported to police, by selected school characteristics: 1999–2000—Continued

School characteristic	Violent incidents[1]			Serious violent incidents[2]			Theft			Other incidents[3]		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests												
0 to 5 percent	7,231	29	49,723	2,378	9	4,197	5,961	24	25,750	11,191	45	61,444
6 to 15 percent	11,781	36	104,786	4,543	14	13,066	9,006	27	46,021	16,686	51	120,542
More than 15 percent	10,459	44	102,367	5,194	22	17,019	8,392	35	33,704	14,787	62	111,998
Percent of students likely to attend college												
Up to 35 percent	10,646	43	94,040	4,427	18	12,479	7,164	29	25,350	14,139	57	95,089
36 to 60 percent	9,997	34	87,119	3,865	13	11,950	7,974	27	31,586	15,122	51	98,236
More than 60 percent	8,828	32	75,718	3,823	14	9,852	8,221	30	48,538	13,403	48	100,659
Percent of students who consider academic achievement important												
Up to 25 percent	3,306	49	29,669	1,133	17	3,743	2,533	37	9,007	4,499	66	28,756
26 to 50 percent	7,605	43	61,092	3,718	21	10,722	6,068	34	23,499	10,350	58	76,350
51 to 75 percent	9,431	36	92,107	3,410	13	9,994	7,404	28	34,390	13,952	53	101,879
More than 75 percent	9,130	30	74,008	3,854	13	9,821	7,354	24	38,579	13,862	45	86,999
Percent male enrollment												
Up to 44 percent	3,417	34	22,639	1,248	13	3,021	2,246	23	7,957	5,117	51	28,542
45 to 55 percent	23,199	37	212,694	9,645	16	27,072	18,529	30	88,302	33,359	54	239,225
More than 55 percent	2,855	29	21,543	1,222	13	4,188	2,584	26	9,215	4,188	43	26,217
Student/teacher ratio[4,5]												
Less than 12:1	9,079	33	68,299	3,330	12	7,121	6,727	25	25,877	13,395	49	69,264
12:1 to 16:1	9,900	36	86,194	3,641	13	10,633	8,206	30	37,490	14,304	53	103,579
More than 16:1	9,334	40	89,174	4,649	20	14,565	7,669	33	38,926	13,188	57	108,849
Number of classroom changes[6]												
0 to 3 changes	4,998	23	30,133	1,971	9	4,229	4,258	19	9,211	8,252	37	32,951
4 to 6 changes	12,514	35	112,535	5,345	15	15,393	9,677	27	51,334	18,597	52	146,002
More than 6	9,947	50	96,725	4,055	20	12,333	7,664	39	37,750	13,270	67	96,935
Use of paid law enforcement												
Regular use	7,478	19	21,161	3,103	8	6,288	5,985	15	12,559	14,242	36	40,122
No regular use	21,994	52	235,715	9,012	21	27,993	17,375	41	92,916	28,422	67	25,863

See footnotes at end of table.

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Table 2. Number and percentage of public schools with violent and other incidents reported to police, by selected school characteristics: 1999–2000—Continued

School characteristic	Violent incidents[1]			Serious violent incidents[2]			Theft			Other incidents[3]		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems[4]												
No problems	12,620	25	86,815	4,478	9	10,048	10,614	21	39,207	22,925	45	120,271
1 problem	7,735	49	62,431	3,087	19	8,168	5,496	35	25,161	8,912	56	62,079
2 problems	3,760	52	42,980	2,358	32	6,869	3,261	45	18,212	4,886	67	45,010
3 or more problems	5,357	69	64,650	2,193	28	9,196	3,988	51	22,894	5,942	76	66,625
Transfers as percentage of enrollment[7]												
Up to 5 percent	6,457	33	47,752	2,485	13	6,016	5,912	30	28,340	9,838	50	63,496
6 to 10 percent	5,710	32	45,847	2,152	12	7,286	4,389	25	20,964	8,117	45	55,715
11 to 20 percent	7,456	40	61,706	3,269	17	8,468	5,836	31	22,687	10,300	55	69,383
More than 20 percent	8,736	39	90,774	3,696	16	10,654	6,308	28	28,279	12,524	55	91,621
Prevalence of schoolwide disruptions												
No disruptions	22,135	32	173,281	8,813	13	21,445	18,082	26	72,333	33,784	49	206,533
Any disruptions	5,481	67	68,520	2,461	50	10,420	3,794	47	26,764	6,115	75	66,020
Percent of students absent without excuses												
None	3,273	21	13,780	1,333	9	2,595	2,340	15	9,175	5,467	36	19,873
1 or 2 percent	11,426	34	75,687	4,020	12	9,472	8,794	26	34,467	17,067	51	95,186
3 to 5 percent	7,872	37	66,002	3,472	16	9,815	6,649	31	31,841	11,706	55	87,847
6 to 10 percent	5,021	59	64,092	2,279	27	8,395	4,000	47	21,109	5,944	70	63,101
More than 10 percent	1,880	50	37,315	1,011	27	4,005	1,577	42	8,882	2,480	66	27,977

[1]Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[3]Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution of illegal drugs, possession or use of alcohol or illegal drugs, sexual harassment, or vandalism.

[4]Detail may not sum to totals because of missing cases.

[5]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time equivalent teachers. The total number of full-time equivalent teachers is a combination of the full-time and part-time teachers, including special education teachers, with an adjustment to compensate for part-time status.

[6]Serious discipline problems is a count of discipline problems reported by principals. These discipline problems include student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, and student acts of disrespect for teachers. If a principal reported that any of these problems occurred daily or weekly in their school, each was counted once in the total number of serious discipline problems. Undesirable gang activities, and undesirable cult or extremist group activities were also counted once as a problem if the principal reported that these events occurred at all in their school.

[7]Transfers as a percentage of enrollment combines the number of students who were transferred to a school and the number of students who were transferred from a school, divided by the total number of students enrolled in the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Table 3. Number and percentage of public schools with physical assaults, by selected school characteristics: 1999–2000

School characteristic	Rape or attempted rape			Sexual battery other than rape			Physical attack or fight with a weapon			Physical attack/fight without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	540	1	628	2,030	2	4,246	4,261	5	11,982	52,190	64	806,784
Level												
Elementary	—	—	0	520	1	650	1,846	4	5,666	26,299	53	390,620
Middle	126	1	143	582	4	1,141	1,150	7	3,779	12,231	79	247,198
Secondary	329	3	360	739	6	2,122	1,139	10	2,377	10,299	87	147,016
Combined	85	2	125	190	4	333	127	3	159	3,361	70	21,950
Enrollment size												
Less than 300	—	—	0	255	1	340	391	2	479	10,530	52	61,121
300 to 499	88	0	146	305	1	338	955	4	1,899	13,931	61	153,125
500 to 999	152	1	152	758	2	1,273	1,892	6	6,610	20,536	68	419,483
1,000 or more	299	3	330	712	8	2,295	1,022	12	2,994	7,193	83	173,055
Urbanicity												
City	137	1	149	1,064	5	2,783	1,532	8	3,399	13,445	69	277,599
Urban fringe	281	1	318	564	2	961	1,427	5	3,597	15,583	59	234,529
Town	64	1	64	119	1	145	489	5	2,635	7,147	68	132,094
Rural	—	—	98	283	1	356	813	3	2,351	16,015	62	162,562
Crime level where students live												
High	—	—	28	322	6	561	591	11	993	4,039	73	159,437
Moderate	95	1	107	536	4	1,001	1,235	9	2,819	9,340	66	206,773
Low	283	1	347	903	2	1,179	1,699	3	4,426	33,058	61	335,972
Mixed	115	1	127	270	3	1,504	705	9	3,580	5,565	70	100,174
Percent minority enrollment[1]												
0 to 5 percent	130	1	187	197	1	217	636	3	1,382	15,292	62	150,658
6 to 20 percent	88	0	96	378	2	620	728	4	1,718	11,694	64	155,034
21 to 50 percent	160	1	160	488	3	1,661	1,207	7	5,038	10,401	63	172,037
More than 50 percent	162	1	186	957	4	1,728	1,690	8	3,844	13,892	64	319,065
Percent of students eligible for free/reduced-price lunch												
0 to 20 percent	166	1	191	454	2	1,600	924	4	1,269	13,973	61	154,335
21 to 50 percent	206	1	246	602	2	957	1,506	5	5,198	18,599	64	264,460
More than 50 percent	167	1	191	974	3	1,689	1,831	6	5,515	19,619	65	387,990

See footnotes at end of table.

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Table 3. Number and percentage of public schools with physical assaults, by selected school characteristics: 1999–2000—Continued

School characteristic	Rape or attempted rape			Sexual battery other than rape			Physical attack or fight with a weapon			Physical attack/fight without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests												
0 to 5 percent	99	0	99	271	1	357	666	3	838	14,316	57	160,797
6 to 15 percent	231	1	256	643	2	2,095	1,562	5	5,482	21,647	66	265,990
More than 15 percent	210	1	274	1,116	5	1,794	2,033	8	5,662	16,227	68	379,997
Percent of students likely to attend college												
Up to 35 percent	125	1	132	760	3	1,413	1,411	6	2,497	16,940	69	326,636
36 to 60 percent	222	1	261	782	3	2,121	1,773	6	7,425	19,088	65	288,964
More than 60 percent	193	1	235	487	2	711	1,077	4	2,060	16,161	58	191,184
Percent of students who consider academic achievement important												
Up to 25 percent	—	—	9	160	2	298	475	7	1,714	5,274	78	83,477
26 to 50 percent	133	1	133	746	4	1,258	940	5	2,427	12,886	72	194,257
51 to 75 percent	199	1	276	588	2	1,906	1,638	6	3,744	16,782	63	294,945
More than 75 percent	199	1	211	536	2	784	1,208	4	4,097	17,248	56	234,105
Percent male enrollment												
Up to 44 percent	52	1	52	445	4	564	317	3	1,062	6,188	62	102,306
45 to 55 percent	430	1	479	1,428	2	3,496	3,346	5	10,148	40,685	65	645,059
More than 55 percent	—	—	98	158	2	185	598	6	772	5,318	54	59,419
Student/teacher ratio[1,2]												
Less than 12:1	133	0	190	687	3	968	1,002	4	2,390	16,329	60	213,001
12:1 to 16:1	162	1	186	588	2	1,096	1,479	5	6,122	17,347	64	274,896
More than 16:1	195	1	202	698	3	2,115	1,628	7	3,083	16,295	70	279,884
Number of classroom changes[1]												
0 to 3 changes	41	0	49	154	1	171	792	4	3,987	11,075	50	152,439
4 to 6 changes	193	1	211	956	3	2,579	1,809	5	4,417	23,330	65	363,385
More than 6	222	1	285	868	4	1,392	1,455	7	3,118	14,813	75	253,109
Use of paid law enforcement												
Regular use	—	—	31	485	1	641	1,553	4	4,950	21,264	54	219,369
No regular use	509	1	598	1,545	4	3,605	2,708	6	7,032	30,926	73	587,415

See footnotes at end of table.

Table 3. Number and percentage of public schools with physical assaults, by selected school characteristics: 1999–2000—Continued

School characteristic	Rape or attempted rape			Sexual battery other than rape			Physical attack or fight with a weapon			Physical attack/fight without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems[1,3]												
No problems	201	0	265	818	2	982	1,412	3	2,661	28,671	56	269,817
1 problem	149	1	161	407	3	1,529	1,057	7	3,832	11,666	74	200,395
2 problems	67	1	67	326	4	600	1,040	14	4,269	5,423	74	138,973
3 or more problems	123	2	135	479	6	1,134	752	10	1,219	6,430	83	197,600
Transfers as percentage of enrollment[1,4]												
Up to 5 percent	66	0	66	361	2	418	924	5	3,921	11,298	58	110,526
6 to 10 percent	131	1	131	216	1	398	866	5	1,697	10,702	60	113,353
11 to 20 percent	176	1	193	684	4	1,298	858	5	1,528	12,732	68	164,229
More than 20 percent	122	1	186	662	3	1,992	1,361	6	4,333	15,440	68	376,916
Prevalence of schoolwide disruptions												
No disruptions	337	0	376	1,403	2	2,363	3,315	5	8,141	42,426	62	635,470
Any disruptions	180	2	217	423	5	1,598	812	10	2,467	6,722	82	127,520
Percent of students absent without excuses												
None	—	—	34	72	0	88	551	4	1,059	7,318	48	81,324
1 or 2 percent	134	0	174	553	2	949	1,435	4	5,156	21,449	65	273,356
3 to 5 percent	128	1	146	611	3	998	1,191	6	3,507	14,428	68	248,976
6 to 10 percent	183	2	202	620	7	1,829	834	10	1,785	6,562	78	142,427
More than 10 percent	61	2	73	174	5	381	249	7	474	2,433	65	60,701

—Too few cases to report.

[1]Detail may not sum to totals because of missing cases.

[2]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time equivalent teachers. The total number of full-time equivalent teachers is a combination of the full-time and part-time teachers, including special education teachers, with an adjustment to compensate for part-time status.

[3]Serious discipline problems is a count of discipline problems reported by principals. These discipline problems include student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, and student acts of disrespect for teachers. If a principal reported that any of these problems occurred daily or weekly in their school, each was counted once in the total number of serious discipline problems. Undesirable gang activities, and undesirable cult or extremist group activities were also counted once as a problem if the principal reported that these events occurred at all in their school.

[4]Transfers as a percentage of enrollment combines the number of students who were transferred to a school and the number of students who were transferred from a school, divided by the total number of students enrolled in the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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Table 4. Number and percentage of public schools with threats of physical attack and robbery, by selected school characteristics: 1999–2000

School characteristic	Threat of attack with a weapon			Threat of attack without a weapon			Robbery with a weapon			Robbery without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	9,102	11	21,061	42,823	52	598,892	375	0	2,662	4,380	5	20,140
Level												
Elementary	4,456	9	9,125	21,246	43	303,760	—	—	88	1,521	3	7,449
Middle	2,571	17	6,552	10,286	67	175,927	70	0	83	1,255	8	6,474
Secondary	1,707	14	4,695	8,580	72	99,217	163	1	359	1,212	10	5,265
Combined	368	8	690	2,711	56	19,988	—	—	2,131	392	8	952
Enrollment size												
Less than 300	1,217	6	2,123	8,521	42	47,445	147	1	2,225	487	2	1,703
300 to 499	1,755	8	3,492	11,086	49	138,534	—	—	88	836	4	3,526
500 to 999	4,582	15	11,087	17,079	56	308,076	34	0	46	1,857	6	8,367
1,000 or more	1,549	18	4,359	6,137	71	104,838	105	1	302	1,200	14	6,545
Urbanicity												
City	2,748	14	7,710	11,177	58	194,296	244	1	391	1,890	10	7,692
Urban fringe	3,415	13	7,472	12,917	49	196,523	83	0	2,212	1,472	6	7,430
Town	1,386	13	3,232	5,907	57	82,133	—	—	24	291	3	958
Rural	1,554	6	2,647	12,822	50	125,940	—	—	35	727	3	4,060
Crime level where students live												
High	1,067	19	4,268	3,956	71	128,836	179	3	2,360	874	16	3,797
Moderate	1,869	13	3,937	7,590	53	157,982	53	0	84	1,039	7	6,817
Low	5,116	9	9,814	26,466	49	241,123	44	0	76	1,772	3	6,023
Mixed	1,032	13	2,949	4,713	60	70,270	—	—	142	666	8	3,390
Percent minority enrollment[1]												
0 to 5 percent	2,022	8	3,879	13,423	55	102,507	—	—	0	830	3	2,349
6 to 20 percent	2,178	12	5,652	8,688	48	117,494	31	0	51	547	3	3,937
21 to 50 percent	1,785	11	3,219	8,426	51	148,645	63	—	2,141	1,043	6	5,933
More than 50 percent	3,094	14	8,278	11,484	53	219,433	280	1	470	1,889	9	7,349
Percent of students eligible for free/reduced-price lunch												
0 to 20 percent	2,193	10	5,178	11,589	50	122,822	31	0	51	804	3	2,881
21 to 50 percent	3,043	11	6,148	15,436	54	216,775	64	0	150	1,283	4	5,836
More than 50 percent	3,866	13	9,736	15,799	52	259,295	279	1	2,461	2,293	8	11,423

See footnotes at end of table.

Table 4. Number and percentage of public schools with threats of physical attack and robbery, by selected school characteristics: 1999–2000—Continued

School characteristic	Threat of attack with a weapon			Threat of attack without a weapon			Robbery with a weapon			Robbery without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests												
0 to 5 percent	2,400	10	4,320	11,215	45	104,892	—	—	48	546	2	2,218
6 to 15 percent	3,438	10	8,760	17,992	55	220,833	38	0	64	1,700	5	5,986
More than 15 percent	3,265	14	7,982	13,616	57	273,167	289	1	2,550	2,134	9	11,936
Percent of students likely to attend college												
Up to 35 percent	3,135	13	7,227	14,753	60	243,049	206	1	2,364	1,834	7	9,991
36 to 60 percent	3,023	10	7,937	15,355	52	222,034	106	0	184	1,403	5	5,769
More than 60 percent	2,944	11	5,898	12,715	46	133,809	63	0	113	1,143	4	4,380
Percent of students who consider academic achievement important												
Up to 25 percent	923	14	2,783	4,367	64	66,748	—	—	2,131	468	7	1,714
26 to 50 percent	2,518	14	5,861	11,561	65	166,353	204	1	247	1,517	9	10,266
51 to 75 percent	2,562	10	5,085	13,454	51	195,546	89	0	236	1,369	5	4,667
More than 75 percent	3,100	10	7,332	13,441	43	170,244	—	—	47	1,026	3	3,493
Percent male enrollment												
Up to 44 percent	495	5	1,474	4,827	48	71,602	—	—	13	552	6	3,253
45 to 55 percent	8,034	13	18,691	33,396	54	486,583	285	0	481	3,135	5	13,838
More than 55 percent	574	6	896	4,600	47	40,707	77	1	2,167	693	7	3,049
Student/teacher ratio[1,2]												
Less than 12:1	2,371	9	4,316	13,748	50	145,188	149	1	227	883	3	5,230
12:1 to 16:1	3,186	12	7,350	15,013	55	223,567	78	0	2,168	1,211	4	5,412
More than 16:1	3,387	15	9,084	12,362	53	208,547	71	0	200	1,803	8	7,332
Number of classroom changes[1]												
0 to 3 changes	1,474	7	3,346	7,804	35	95,607	—	—	—	1,144	5	2,480
4 to 6 changes	4,473	12	10,635	19,687	55	311,972	136	0	278	1,785	5	9,870
More than 6	2,613	13	5,530	12,961	65	164,338	115	1	2,261	1,168	6	6,058
Use of paid law enforcement												
Regular use	3,455	9	5,935	16,473	42	172,468	—	—	88	385	1	1,897
No regular use	5,647	13	15,126	26,350	62	426,424	286	1	2,573	3,995	9	18,243

See footnotes at end of table.

Table 4. Number and percentage of public schools with threats of physical attack and robbery, by selected school characteristics: 1999–2000—Continued

School characteristic	Threat of attack with a weapon			Threat of attack without a weapon			Robbery with a weapon			Robbery without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems[1,3]												
No problems	3,884	8	9,866	22,128	43	178,394	190	0	287	1,452	3	5,035
1 problem	2,199	14	9,684	9,800	62	162,881	66	0	2,157	1,188	8	3,917
2 problems	1,385	19	12,094	4,972	68	94,444	66	1	103	769	11	4,556
3 or more problems	1,635	21	11,116	5,923	76	163,172	52	1	114	971	12	6,631
Transfers as percentage of enrollment[1,4]												
Up to 5 percent	1,392	7	3,024	8,899	46	83,316	81	0	136	1,194	6	4,169
6 to 10 percent	2,013	11	4,167	9,162	51	85,798	121	1	141	905	5	4,347
11 to 20 percent	2,578	14	6,834	10,133	54	143,918	—	—	34	919	5	2,967
More than 20 percent	2,913	13	6,186	13,080	58	256,833	120	1	2,302	1,167	5	7,364
Prevalence of schoolwide disruptions												
No disruptions	7,308	11	15,561	34,900	51	473,089	277	0	2,375	2,693	4	10,759
Any disruptions	1,266	16	4,101	5,503	68	91,856	84	1	207	1,427	18	8,509
Percent of students absent without excuses												
None	1,209	8	2,182	6,206	41	56,138	—	—	—	364	2	1,200
1 or 2 percent	3,097	9	7,313	17,460	53	198,588	—	—	45	1,187	4	5,161
3 to 5 percent	2,769	13	6,058	12,200	57	183,073	82	0	125	1,107	5	3,564
6 to 10 percent	1,410	17	3,729	5,064	60	103,134	223	3	2,400	1,296	15	7,079
More than 10 percent	617	16	1,780	1,892	57	57,958	—	—	92	426	11	3,136

—Too few cases to report.

[1]Detail may not sum to totals because of missing cases.

[2]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time equivalent teachers. The total number of full-time equivalent teachers is a combination of the full-time and part-time teachers, including special education teachers, with an adjustment to compensate for part-time status.

[3]Serious discipline problems is a count of discipline problems reported by principals. These discipline problems include student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, and student acts of disrespect for teachers. If a principal reported that any of these problems occurred daily or weekly in their school, each was counted once in the total number of serious discipline problems. Undesirable gang activities, and undesirable cult or extremist group activities were also counted once as a problem if the principal reported that these events occurred at all in their school.

[4]Transfers as a percentage of enrollment combines the number of students who were transferred to a school and the number of students who were transferred from a school, divided by the total number of students enrolled in the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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Table 5. Number and percentage of public schools with theft and possession of weapons, by selected school characteristics: 1999–2000

School characteristic	Theft/larceny			Possession of a firearm/explosive device			Possession of a knife or sharp object		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	37,381	46	217,875	4,513	6	8,536	34,930	43	85,832
Level									
Elementary	15,111	30	42,179	877	2	3,039	17,219	35	34,737
Middle	9,931	65	62,671	1,483	10	2,157	8,578	56	23,118
Secondary	9,422	79	100,482	1,824	15	2,972	6,947	59	23,727
Combined	2,917	60	12,543	330	7	369	2,186	45	4,250
Enrollment size									
Less than 300	6,633	33	21,900	542	3	565	5,867	29	10,437
300 to 499	9,106	40	34,628	360	2	432	7,776	34	16,019
500 to 999	15,341	51	73,631	2,294	8	5,129	15,098	50	36,763
1,000 or more	6,301	72	87,715	1,317	15	2,411	6,188	71	22,613
Urbanicity									
City	10,188	53	67,439	1,269	7	2,341	10,518	54	30,645
Urban fringe	11,579	44	82,143	1,736	7	4,374	10,524	40	26,976
Town	4,794	46	22,968	357	3	420	4,699	45	10,179
Rural	10,819	42	45,324	1,151	4	1,401	9,188	36	18,032
Crime level where students live									
High	3,354	60	16,929	541	10	2,989	3,448	62	10,690
Moderate	6,964	49	41,351	841	6	1,230	7,653	54	20,599
Low	22,514	42	122,612	2,491	5	3,327	19,700	36	42,702
Mixed	4,434	56	35,915	623	8	953	3,965	50	11,379
Percent minority enrollment[1]									
0 to 5 percent	10,703	44	49,424	897	4	1,159	8,098	33	16,004
6 to 20 percent	8,011	44	54,008	1,093	6	1,391	7,348	40	18,850
21 to 50 percent	7,443	45	47,866	945	6	3,456	7,802	47	19,506
More than 50 percent	10,586	49	64,067	1,493	7	2,445	11,185	52	30,405
Percent of students eligible for free/reduced-price lunch									
0 to 20 percent	10,682	46	74,569	1,372	6	1,893	7,990	35	18,550
21 to 50 percent	13,628	47	84,417	1,776	6	2,458	12,155	42	31,225
More than 50 percent	13,071	43	58,889	1,366	5	4,186	14,784	49	36,056

See footnotes at end of table.

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Table 5. Number and percentage of public schools with theft and possession of weapons, by selected school characteristics: 1999–2000—Continued

School characteristic	Theft/larceny			Possession of a firearm/explosive device			Possession of a knife or sharp object		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests									
0 to 5 percent	9,915	40	55,023	768	3	1,067	8,627	34	18,172
6 to 15 percent	15,067	46	91,168	1,726	5	2,079	13,747	42	33,722
More than 15 percent	12,399	52	71,684	2,019	8	5,390	12,555	52	33,937
Percent of students likely to attend college									
Up to 35 percent	11,960	48	56,550	1,563	6	4,338	12,190	49	32,282
36 to 60 percent	12,642	43	68,453	1,327	5	2,100	12,274	42	28,890
More than 60 percent	12,780	46	92,872	1,623	6	2,098	10,466	38	24,660
Percent of students who consider academic achievement important									
Up to 25 percent	3,928	58	20,800	485	7	611	3,723	55	9,493
26 to 50 percent	9,641	54	54,042	1,154	6	3,763	8,519	48	21,636
51 to 75 percent	11,827	45	69,147	1,253	5	2,055	11,390	43	27,954
More than 75 percent	11,986	39	73,886	1,622	5	2,109	11,298	37	26,748
Percent male enrollment									
Up to 44 percent	4,387	44	18,181	340	3	2,496	3,859	39	8,092
45 to 55 percent	29,371	47	182,647	3,875	6	5,611	27,643	44	70,272
More than 55 percent	3,624	37	17,047	299	3	430	3,427	35	7,468
Student/teacher ratio[1,2]									
Less than 12:1	11,420	42	57,226	938	3	1,428	11,095	40	25,475
12:1 to 16:1	13,241	49	74,285	1,658	6	2,276	11,724	43	29,500
More than 16:1	11,315	49	78,240	1,650	7	4,509	11,013	47	27,611
Number of classroom changes[1]									
0 to 3 changes	6,672	30	18,611	368	2	468	7,260	33	15,774
4 to 6 changes	15,962	44	101,765	2,227	6	5,508	16,470	46	42,694
More than 6	12,269	62	83,344	1,693	9	2,262	9,394	47	23,327
Use of paid law enforcement									
Regular use	12,345	31	40,882	819	2	967	12,320	31	24,593
No regular use	25,036	59	176,993	3,695	9	7,569	22,610	53	61,239

See footnotes at end of table.

Table 5. Number and percentage of public schools with theft and possession of weapons, by selected school characteristics: 1999–2000—Continued

School characteristic	Theft/larceny			Possession of a firearm/explosive device			Possession of a knife or sharp object		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems[1,3]									
No problems	18,851	37	81,450	2,019	4	2,787	17,105	34	38,657
1 problem	8,418	53	51,201	953	6	1,427	7,906	50	17,203
2 problems	4,654	64	35,354	675	9	3,005	4,376	60	12,165
3 or more problems	5,458	70	49,870	866	11	1,318	5,543	71	17,806
Transfers as percentage of enrollment[1,4]									
Up to 5 percent	9,261	47	54,149	1,106	6	1,730	6,556	34	14,601
6 to 10 percent	8,147	46	45,719	935	5	1,173	6,407	36	15,256
11 to 20 percent	8,301	44	51,947	984	5	1,488	8,695	46	21,468
More than 20 percent	10,577	47	59,169	1,278	6	3,856	11,837	52	30,806
Prevalence of schoolwide disruptions									
No disruptions	29,882	44	159,063	3,245	5	6,554	27,823	41	63,379
Any disruptions	5,289	65	47,659	934	11	1,435	5,070	62	17,590
Percent of students absent without excuses									
None	4,768	31	22,048	282	2	377	3,643	24	7,064
1 or 2 percent	14,112	42	71,852	1,510	5	1,971	13,665	41	29,989
3 to 5 percent	11,063	52	65,889	1,367	6	2,033	10,024	47	23,240
6 to 10 percent	5,464	65	44,921	939	11	1,329	5,435	64	17,428
More than 10 percent	1,974	53	13,165	415	11	2,826	2,163	58	8,111

[1]Detail may not sum to totals because of missing cases.

[2]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time equivalent teachers. The total number of full-time equivalent teachers is a combination of the full-time and part-time teachers, including special education teachers, with an adjustment to compensate for part-time status.

[3]Serious discipline problems is a count of discipline problems reported by principals. These discipline problems include student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, and student acts of disrespect for teachers. If a principal reported that any of these problems occurred daily or weekly in their school, each was counted once in the total number of serious discipline problems. Undesirable gang activities, and undesirable cult or extremist group activities were also counted once as a problem if the principal reported that these events occurred at all in their school.

[4]Transfers as a percentage of enrollment combines the number of students who were transferred to a school and the number of students who were transferred from a school, divided by the total number of students enrolled in the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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Table 6. Number and percentage of public schools with other incidents, by selected school characteristics: 1999–2000

School characteristic	Distribution of illegal drugs			Possession/use of alcohol/illegal drugs			Sexual harassment			Vandalism		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	10,116	12	27,703	21,820	27	114,376	29,719	36	127,568	42,172	51	211,002
Level												
Elementary	735	1	1,392	2,763	6	7,261	11,925	24	40,130	20,569	41	80,810
Middle	3,740	24	8,086	7,929	52	25,910	8,345	54	49,378	10,002	65	61,410
Secondary	4,793	40	16,448	9,081	77	74,263	7,009	59	29,369	8,899	75	56,991
Combined	847	18	1,777	2,048	42	6,942	2,441	51	8,691	2,703	56	11,791
Enrollment size												
Less than 300	524	3	917	2,630	13	5,722	5,144	26	14,919	7,798	39	20,823
300 to 499	1,404	6	2,350	3,939	17	13,353	6,491	28	26,048	10,154	45	43,928
500 to 999	4,425	15	9,349	8,917	29	31,343	12,644	42	58,171	17,588	58	87,406
1,000 or more	3,763	43	15,088	6,334	73	63,957	5,441	63	28,430	6,633	76	58,846
Urbanicity												
City	2,685	14	9,845	5,100	26	35,250	7,393	38	31,223	11,834	61	72,931
Urban fringe	3,602	14	10,171	7,457	28	45,300	9,464	36	43,598	13,653	52	71,368
Town	1,409	14	3,128	2,848	27	12,733	3,757	36	15,142	5,472	52	22,712
Rural	2,420	9	4,560	6,416	25	21,093	9,105	35	37,605	11,213	43	43,991
Crime level where students live												
High	685	12	2,366	1,477	27	6,894	1,894	34	9,299	3,410	61	26,457
Moderate	1,816	13	6,179	3,493	25	24,186	5,419	38	27,983	8,330	58	52,740
Low	6,008	11	14,143	13,792	26	61,909	18,576	34	73,417	25,133	47	96,738
Mixed	1,567	20	4,927	2,931	37	20,504	3,739	47	16,601	5,157	65	33,518
Percent minority enrollment[1]												
0 to 5 percent	2,822	11	5,603	5,998	24	22,444	9,193	37	36,363	11,493	47	46,777
6 to 20 percent	2,797	15	6,697	5,458	30	29,317	6,444	35	31,123	8,953	49	42,299
21 to 50 percent	2,221	13	5,875	4,976	30	30,254	6,289	38	30,521	9,249	56	50,463
More than 50 percent	2,182	10	9,342	5,106	24	31,651	7,125	33	27,061	11,884	55	69,502
Percent of students eligible for free/reduced-price lunch												
0 to 20 percent	3,758	16	9,064	7,170	31	41,817	8,939	39	37,460	11,757	51	51,211
21 to 50 percent	3,870	13	10,075	8,391	29	43,140	11,040	38	51,783	15,007	52	78,535
More than 50 percent	2,488	8	8,564	6,260	21	29,419	9,741	32	38,325	15,408	51	81,256

See footnotes at end of table.

Table 6. Number and percentage of public schools with other incidents, by selected school characteristics: 1999–2000—Continued

School characteristic	Distribution of illegal drugs			Possession/use of alcohol/illegal drugs			Sexual harassment			Vandalism		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests												
0 to 5 percent	2,791	11	6,350	5,339	21	25,954	7,433	30	27,319	11,421	46	42,632
6 to 15 percent	4,018	12	10,587	9,535	29	52,072	12,836	39	55,260	16,728	51	85,179
More than 15 percent	3,307	14	10,766	6,946	29	36,350	9,450	39	44,990	14,023	58	83,191
Percent of students likely to attend college												
Up to 35 percent	2,609	11	6,960	6,277	25	29,144	8,843	36	39,451	13,869	56	72,680
36 to 60 percent	3,590	12	10,313	7,154	24	38,252	11,148	38	45,820	14,651	50	68,152
More than 60 percent	3,916	14	10,430	8,389	30	46,980	9,728	35	42,298	13,652	49	70,170
Percent of students who consider academic achievement important												
Up to 25 percent	892	13	2,636	1,728	25	8,395	3,216	47	12,873	4,366	64	21,690
26 to 50 percent	2,337	13	6,777	5,119	29	26,224	7,683	43	35,722	10,238	58	62,431
51 to 75 percent	3,303	12	9,672	7,231	27	41,381	9,850	37	42,396	14,270	54	70,752
More than 75 percent	3,585	12	8,619	7,742	25	38,375	8,971	29	36,578	13,299	43	56,129
Percent male enrollment												
Up to 44 percent	1,071	11	2,643	2,009	20	5,832	2,999	30	12,180	4,604	46	20,800
45 to 55 percent	8,238	13	23,097	18,032	29	99,688	24,043	39	106,795	33,233	53	170,227
More than 55 percent	808	8	1,963	1,779	18	8,856	2,677	27	8,593	4,336	44	19,975
Student/teacher ratio[1,2]												
Less than 12:1	2,428	9	5,092	5,884	21	24,370	10,169	37	39,990	13,239	48	56,401
12:1 to 16:1	3,642	13	9,189	8,602	32	40,659	9,625	35	42,745	13,835	51	78,500
More than 16:1	3,613	16	11,730	6,316	27	43,924	8,604	37	39,512	13,459	58	68,951
Number of classroom changes[1]												
0 to 3 changes	590	3	1,329	1,681	8	6,133	4,398	20	12,993	9,160	41	31,010
4 to 6 changes	4,747	13	15,484	9,475	26	55,907	12,959	36	56,572	18,131	50	107,642
More than 6	4,019	20	9,212	9,063	46	44,772	10,530	53	49,825	12,622	64	59,195
Use of paid law enforcement												
Regular use	1,573	4	2,354	4,646	12	10,441	10,370	26	33,093	15,973	40	53,833
No regular use	8,543	20	25,349	17,174	41	103,935	19,350	46	94,529	26,199	62	157,169

See footnotes at end of table.

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Table 6. Number and percentage of public schools with other incidents, by selected school characteristics: 1999–2000—Continued

School characteristic	Distribution of illegal drugs			Possession/use of alcohol/illegal drugs			Sexual harassment			Vandalism		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems[1,3]												
No problems	4,467	9	10,385	10,119	20	46,966	14,224	28	44,561	21,619	42	77,629
1 problem	2,297	15	5,983	4,987	32	26,940	7,171	45	31,844	9,167	58	45,760
2 problems	1,348	18	3,828	3,104	43	17,488	3,576	49	19,142	5,347	73	31,854
3 or more problems	2,004	26	7,507	3,610	46	22,983	4,749	61	32,022	6,039	78	55,759
Transfers as percentage of enrollment[1,4]												
Up to 5 percent	2,676	14	7,658	5,516	28	27,800	6,840	35	27,680	9,317	48	38,274
6 to 10 percent	2,016	11	5,447	4,190	23	20,093	5,797	32	22,888	8,606	48	38,025
11 to 20 percent	2,496	13	6,177	5,807	31	25,851	7,369	39	31,667	9,627	51	50,954
More than 20 percent	2,421	11	7,000	5,381	24	32,026	8,494	37	40,653	12,996	57	75,881
Prevalence of schoolwide disruptions												
No disruptions	6,941	10	18,355	15,718	23	74,676	23,616	35	99,017	33,760	49	160,568
Any disruptions	2,562	31	6,968	4,428	54	31,305	4,505	55	22,713	5,353	66	34,987
Percent of students absent without excuses												
None	951	6	1,843	2,429	16	7,469	3,891	25	15,744	5,828	38	25,593
1 or 2 percent	2,988	9	7,127	8,211	25	35,889	11,624	35	47,356	16,232	49	69,483
3 to 5 percent	3,200	15	9,746	5,678	27	31,694	8,125	38	35,529	12,715	57	67,351
6 to 10 percent	2,144	25	5,908	3,927	46	26,994	4,389	52	19,793	5,807	69	33,422
More than 10 percent	833	22	3,080	1,576	42	12,330	1,690	45	9,146	2,130	57	15,154

[1]Detail may not sum to totals because of missing cases.

[2]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time equivalent teachers. The total number of full-time equivalent teachers is a combination of the full-time and part-time teachers, including special education teachers, with an adjustment to compensate for part-time status.

[3]Serious discipline problems is a count of discipline problems reported by principals. These discipline problems include student racial tensions, student bullying, student verbal abuse of teachers, widespread disorder in classrooms, and student acts of disrespect for teachers. If a principal reported that any of these problems occurred daily or weekly in their school, each was counted once in the total number of serious discipline problems. Undesirable gang activities, and undesirable cult or extremist group activities were also counted once as a problem if the principal reported that these events occurred at all in their school.

[4]Transfers as a percentage of enrollment combines the number of students who were transferred to a school and the number of students who were transferred from a school, divided by the total number of students enrolled in the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Tables of Standard Errors

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Table S1. Standard errors for table 1: Number and percentage of public schools with violent and other incidents, by selected school characteristics: 1999–2000

School characteristic	Violent incidents			Serious violent incidents			Theft			Other incidents		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	1,121.5	1.4	103,746.1	803.6	1.0	7,844.3	1,125.2	1.4	9,209.9	1,066.5	1.3	21,296.7
Level												
Elementary	1,027.4	2.1	91,178.6	681.5	1.4	4,900.0	966.0	1.9	4,083.7	987.2	2.0	14,378.9
Middle	269.2	1.7	28,588.9	296.3	1.9	2,119.2	346.7	2.3	4,999.3	219.9	1.4	10,679.8
Secondary	229.5	1.4	9,761.0	159.9	1.3	1,917.0	222.0	1.7	5,157.2	199.5	1.2	7,959.7
Combined	243.1	3.8	5,888.6	175.6	3.7	2,236.1	211.9	4.4	1,273.6	205.0	3.5	3,584.7
Enrollment size												
Less than 300	688.6	3.3	12,153.6	312.0	1.6	2,338.5	631.7	3.2	3,126.8	710.9	3.2	5,160.3
300 to 499	727.7	2.6	57,594.1	386.2	1.6	1,760.5	719.1	2.9	3,331.6	598.6	2.2	11,315.8
500 to 999	701.3	1.9	78,323.9	607.5	2.0	4,899.2	666.5	2.2	4,352.9	698.8	1.8	12,856.7
1,000 or more	289.0	2.1	18,265.5	211.3	2.2	2,409.9	188.6	2.4	5,507.3	233.8	1.8	7,794.5
Urbanicity												
City	572.0	3.0	58,137.0	485.9	2.5	2,748.7	565.3	2.9	5,957.9	413.0	2.1	10,806.7
Urban fringe	628.8	2.4	38,620.5	469.3	1.8	3,216.3	642.9	2.4	5,399.2	697.0	2.6	12,415.1
Town	437.8	4.2	41,295.4	323.1	3.1	2,153.4	352.3	3.4	2,368.8	412.5	4.0	5,363.9
Rural	646.5	2.5	54,075.9	284.6	1.1	2,528.1	548.2	2.1	3,135.0	569.4	2.2	10,019.1
Crime level where students live												
High	457.7	4.9	65,182.8	346.1	6.1	3,065.4	415.1	5.7	2,795.7	426.5	5.5	8,106.0
Moderate	854.8	3.2	60,970.5	402.2	2.9	2,761.6	693.9	4.1	4,581.7	755.9	2.6	15,012.3
Low	1,046.2	1.6	42,045.9	608.2	1.1	2,281.3	677.6	1.3	5,634.4	1,040.8	1.8	9,143.8
Mixed	458.2	3.9	16,747.9	271.3	3.3	2,250.0	374.5	4.5	3,540.1	539.7	3.6	8,062.7
Percent minority enrollment												
0 to 5 percent	970.5	2.5	25,902.3	380.5	1.4	1,085.0	729.3	2.4	3,231.8	1,170.4	2.8	10,143.5
6 to 20 percent	812.7	3.0	42,595.5	388.2	2.0	2,527.5	567.5	2.8	5,461.2	789.3	3.1	9,124.5
21 to 50 percent	776.9	3.0	60,332.9	416.9	2.5	4,588.4	595.2	3.2	4,268.6	803.8	3.0	15,647.4
More than 50 percent	917.7	2.7	69,007.8	445.5	1.7	2,534.2	739.3	3.3	5,950.2	829.5	2.3	11,488.7
Percent of students eligible for free/reduced-price lunch												
0 to 20 percent	726.4	2.6	35,022.9	391.8	1.6	1,863.0	579.2	2.6	5,111.1	812.6	2.7	7,087.3
21 to 50 percent	988.6	2.5	59,706.8	417.8	1.3	2,270.8	721.0	2.3	5,681.5	985.7	2.5	15,201.7
More than 50 percent	1,116.8	2.3	77,842.0	637.8	2.1	6,900.1	913.1	2.6	4,764.3	1,035.0	1.9	12,895.8

See footnotes at end of table.

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Table S1. Standard errors for table 1: Number and percentage of public schools with violent and other incidents, by selected school characteristics: 1999–2000—Continued

School characteristic	Violent incidents			Serious violent incidents			Theft			Other incidents		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests												
0 to 5 percent	950.0	2.7	22,780.1	430.5	1.5	1,069.5	682.5	2.4	3,903.5	776.3	2.5	6,576.3
6 to 15 percent	1,077.0	2.3	41,274.4	474.1	1.4	3,118.1	736.9	1.8	5,686.0	1,008.5	2.1	12,969.1
More than 15 percent	971.9	2.7	94,104.2	578.6	2.2	5,155.9	885.6	3.2	6,224.5	808.4	2.0	15,564.8
Percent of students likely to attend college												
Up to 35 percent	1,028.1	2.7	76,546.1	560.0	2.1	5,053.6	755.9	3.1	4,476.5	1,018.0	2.5	13,553.6
36 to 60 percent	961.4	2.1	60,090.7	523.9	1.6	3,481.9	621.1	2.1	4,377.6	901.4	1.9	10,574.8
More than 60 percent	844.1	2.2	30,045.5	412.1	1.4	1,416.8	690.0	2.3	5,158.9	921.0	2.5	11,766.0
Percent of students who consider academic achievement important												
Up to 25 percent	619.5	4.5	28,214.1	245.8	3.1	2,627.9	462.1	4.4	2,725.3	612.7	3.4	6,164.0
26 to 50 percent	965.5	2.7	41,085.1	517.8	2.5	3,586.3	794.1	3.1	4,834.0	824.8	2.8	13,535.5
51 to 75 percent	926.7	2.2	67,527.9	436.4	1.5	2,018.8	644.6	2.1	5,049.9	980.5	2.4	14,164.7
More than 75 percent	860.8	2.6	58,700.0	473.8	1.5	2,551.6	809.9	2.4	5,249.8	896.0	2.4	10,303.4
Percent male enrollment												
Up to 44 percent	700.0	4.3	38,135.0	231.8	2.5	1,677.7	464.2	3.7	2,134.9	613.1	4.8	7,340.1
45 to 55 percent	1,072.6	1.4	92,712.8	728.1	1.2	5,041.8	1,119.9	1.7	8,847.9	1,024.2	1.4	20,130.7
More than 55 percent	613.7	4.8	18,636.6	327.5	3.3	2,789.3	418.3	3.9	2,458.7	652.8	4.4	5,409.0
Student/teacher ratio												
Less than 12:1	1,069.9	2.3	49,455.7	458.4	1.5	2,531.3	632.3	2.3	4,474.0	1,038.6	2.3	12,257.6
12:1 to 16:1	849.7	2.3	66,649.7	494.8	1.8	4,524.9	715.7	2.3	4,939.4	918.0	2.1	15,882.3
More than 16:1	861.2	2.5	66,281.6	511.2	1.9	2,678.4	816.0	3.0	5,877.0	916.5	2.4	12,094.3
Number of classroom changes												
0 to 3 changes	978.6	3.1	48,015.3	420.2	1.8	2,658.5	685.8	2.8	2,697.9	960.8	3.2	8,626.6
4 to 6 changes	888.1	1.9	84,395.7	531.9	1.5	3,591.9	831.1	2.2	7,079.1	918.0	2.0	18,280.5
More than 6	642.2	2.2	35,301.6	410.4	2.0	3,025.3	469.5	2.6	4,403.1	641.4	1.7	8,763.9
Use of paid law enforcement												
Regular use	981.0	2.3	58,608.4	546.8	1.3	2,675.8	821.1	2.0	4,168.7	1,155.5	2.3	9,583.1
No regular use	1,015.2	1.4	82,078.0	632.5	1.3	5,509.6	805.9	1.9	8,097.9	996.4	1.5	19,789.7

See footnotes at end of table.

Table S1. Standard errors for table 1: Number and percentage of public schools with violent and other incidents, by selected school characteristics: 1999–2000—Continued

School characteristic	Violent incidents			Serious violent incidents			Theft			Other incidents		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems												
No problems	1,299.4	1.9	35,408.1	588.7	1.1	1,860.2	827.0	1.5	4,528.2	1,210.4	2.0	9,990.2
1 problem	979.9	2.9	65,372.2	399.9	2.1	3,213.3	758.9	3.3	4,710.2	888.6	2.9	12,444.2
2 problems	489.6	3.7	46,238.7	380.1	4.9	3,152.5	427.1	4.6	3,832.8	501.0	2.9	8,694.9
3 or more problems	443.4	2.7	43,029.4	268.6	3.3	2,488.6	393.6	3.7	4,919.3	446.5	2.9	14,410.2
Transfers as percentage of enrollment												
Up to 5 percent	834.3	2.5	18,489.9	441.4	2.2	2,266.7	642.5	2.9	4,669.5	880.0	2.8	8,783.8
6 to 10 percent	897.0	3.5	20,253.7	337.2	1.9	2,137.3	618.3	3.3	4,257.6	878.4	3.5	9,295.4
11 to 20 percent	800.4	2.3	40,127.0	505.1	2.5	1,829.7	601.5	2.4	5,787.9	877.7	2.8	12,612.9
More than 20 percent	1,031.3	2.8	81,697.3	466.5	2.2	4,964.9	890.4	2.9	4,440.7	1,009.8	2.1	13,177.3
Prevalence of schoolwide disruptions												
No disruptions	1,242.4	1.5	92,534.1	756.3	1.1	5,216.6	1,081.9	1.6	8,855.1	1,058.5	1.5	19,031.5
Any disruptions	561.2	2.4	22,512.6	288.4	3.8	2,931.0	355.6	3.9	4,635.8	481.9	2.7	7,615.4
Percent of students absent without excuses												
None	721.0	3.7	26,985.2	310.7	2.0	893.6	472.2	2.8	2,948.6	703.2	3.4	10,149.6
1 or 2 percent	1,178.5	2.2	55,294.0	617.5	1.6	3,386.6	866.3	2.0	6,251.0	1,087.3	2.0	12,556.4
3 to 5 percent	890.2	2.5	57,596.0	457.8	1.9	2,097.5	652.5	2.6	5,632.6	1,005.5	2.6	12,589.3
6 to 10 percent	539.4	3.7	50,423.6	417.5	4.2	5,146.8	474.8	3.8	5,148.6	515.7	2.9	9,063.1
More than 10 percent	421.6	6.9	32,398.0	218.8	5.1	1,713.3	312.1	6.7	2,587.3	345.5	6.7	9,150.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000

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Table S2. Standard errors for table 2: Number and percentage of public schools with violent and other incidents reported to police, by selected school characteristics: 1999–2000

School characteristic	Violent incidents			Serious violent incidents			Theft			Other incidents		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	1,036.4	1.3	14,279.9	675.0	0.8	2,618.4	854.3	1.0	5,562.7	935.4	1.1	8,970.6
Level												
Elementary	932.6	1.9	11,855.5	471.0	0.9	2,015.6	766.2	1.5	2,226.4	924.0	1.9	6,870.9
Middle	290.9	1.9	7,044.6	271.6	1.8	1,076.9	327.4	2.1	2,958.4	242.0	1.6	3,470.5
Secondary	252.0	1.8	6,751.2	158.7	1.2	1,475.3	258.7	1.8	4,014.1	226.1	1.5	5,129.0
Combined	225.1	4.4	1,158.3	164.1	3.4	383.6	196.4	4.1	500.9	216.2	4.1	1,488.4
Enrollment size												
Less than 300	447.9	2.4	1,942.3	284.3	1.4	545.3	509.7	2.5	1,675.7	495.0	2.3	2,279.7
300 to 499	505.7	2.2	3,892.3	352.2	1.5	1,635.1	538.8	2.1	1,904.7	620.7	2.4	4,821.3
500 to 999	642.2	2.1	12,436.7	496.9	1.6	1,475.2	530.9	1.8	2,189.1	646.4	2.0	5,241.1
1,000 or more	199.0	2.2	6,517.8	197.1	2.0	1,485.8	203.1	2.7	4,354.4	239.9	2.2	4,978.4
Urbanicity												
City	500.7	2.6	12,748.3	438.0	2.3	2,221.1	466.9	2.4	3,229.0	535.0	2.8	7,656.3
Urban fringe	445.5	1.7	6,326.4	383.1	1.5	1,494.4	443.9	1.7	3,814.4	556.3	2.1	4,176.6
Town	364.7	3.5	2,967.5	237.3	2.3	542.8	314.2	3.0	1,751.5	420.8	4.0	2,507.4
Rural	547.7	2.1	2,645.2	230.2	0.9	488.6	419.2	1.6	1,736.9	664.9	2.6	4,264.4
Crime level where students live												
High	401.4	6.0	12,098.0	259.5	5.1	1,206.9	437.9	6.5	1,719.2	385.7	5.9	5,177.3
Moderate	537.5	3.6	5,138.0	354.8	2.6	1,737.5	508.0	3.4	2,247.6	584.4	3.2	5,244.0
Low	690.1	1.4	6,794.6	453.2	0.9	998.2	591.5	1.2	3,809.7	794.9	1.4	5,547.5
Mixed	328.0	3.8	4,516.7	250.4	3.1	1,097.6	247.2	3.4	2,108.7	488.2	4.4	4,576.9
Percent minority enrollment												
0 to 5 percent	552.7	2.0	2,843.6	226.3	1.0	593.5	476.1	1.7	1,628.5	760.7	2.1	4,327.3
6 to 20 percent	461.5	2.2	5,682.8	280.1	1.5	787.8	446.5	2.4	3,072.9	665.5	3.1	4,815.7
21 to 50 percent	405.0	2.3	5,646.9	342.9	2.0	1,725.1	441.1	2.5	2,752.3	723.2	3.3	5,200.2
More than 50 percent	596.2	2.3	12,234.8	399.3	1.6	1,693.0	619.9	2.8	3,223.1	630.0	2.5	6,067.4
Percent of students eligible for free/reduced-price lunch												
0 to 20 percent	481.3	2.4	5,375.1	283.5	1.3	1,039.8	423.2	2.2	3,468.5	637.6	2.3	3,630.7
21 to 50 percent	579.8	2.0	7,044.7	313.1	1.1	1,232.0	525.6	1.8	3,207.8	826.2	2.2	6,815.3
More than 50 percent	723.2	2.3	12,653.4	490.5	1.6	2,234.0	742.2	2.3	2,533.9	886.1	2.3	7,162.3

See footnotes at end of table.

Table S2. Standard errors for table 2: Number and percentage of public schools with violent and other incidents reported to police, by selected school characteristics: 1999–2000—Continued

School characteristic	Violent incidents			Serious violent incidents			Theft			Other incidents		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests												
0 to 5 percent	497.8	2.0	5,791.7	305.2	1.1	508.4	431.2	1.7	2,113.9	661.8	2.3	3,422.5
6 to 15 percent	601.2	1.7	13,407.6	344.5	1.1	1,512.3	449.0	1.4	3,927.7	716.9	1.9	6,373.4
More than 15 percent	691.0	2.5	7,736.2	451.8	1.8	2,156.1	647.3	2.3	2,931.6	776.4	2.4	6,624.6
Percent of students likely to attend college												
Up to 35 percent	766.9	2.8	13,338.0	480.9	1.9	2,125.0	575.6	2.5	2,569.2	913.2	3.3	6,125.8
36 to 60 percent	565.6	2.0	5,941.7	374.5	1.3	1,700.1	489.8	1.6	2,593.4	738.3	1.9	5,981.1
More than 60 percent	465.6	1.8	5,202.0	311.1	1.1	973.5	477.1	1.7	3,580.8	583.3	1.7	5,160.2
Percent of students who consider academic achievement important												
Up to 25 percent	422.8	4.7	5,681.5	196.0	2.4	998.1	348.0	4.3	1,577.6	540.5	4.5	3,506.5
26 to 50 percent	749.3	3.5	6,021.3	448.4	2.2	2,020.8	691.7	3.2	2,785.1	654.7	3.2	6,601.9
51 to 75 percent	516.1	1.7	12,790.4	317.2	1.2	1,411.7	573.5	2.1	3,126.1	712.5	2.4	7,625.8
More than 75 percent	578.2	2.2	5,945.8	369.1	1.3	1,200.6	548.5	1.8	3,522.7	723.7	1.9	4,772.2
Percent male enrollment												
Up to 44 percent	375.4	3.4	3,315.9	226.0	2.4	582.4	347.7	3.2	1,199.5	474.4	4.3	4,193.9
45 to 55 percent	865.0	1.4	14,266.4	601.0	1.0	2,105.4	802.6	1.3	5,125.2	981.1	1.5	8,460.6
More than 55 percent	421.1	4.1	3,675.0	241.2	2.4	1,696.8	382.6	3.7	1,531.8	403.0	3.3	3,454.0
Student/teacher ratio												
Less than 12:1	654.0	2.1	12,564.7	322.0	1.1	757.2	435.5	1.5	2,817.2	723.2	1.7	6,199.9
12:1 to 16:1	648.9	2.5	6,466.5	394.7	1.5	1,777.1	570.7	2.2	3,645.2	754.8	2.3	7,285.8
More than 16:1	512.7	2.2	7,379.5	406.7	1.5	1,693.7	585.4	2.4	3,462.3	748.4	2.5	6,306.4
Number of classroom changes												
0 to 3 changes	615.6	2.7	11,669.4	351.4	1.6	1,094.5	490.4	2.2	1,235.9	720.4	2.9	4,650.0
4 to 6 changes	617.1	1.8	7,439.8	439.5	1.3	1,769.8	623.5	1.5	4,037.2	670.4	2.0	7,163.8
More than 6 changes	495.8	2.4	8,124.5	373.2	1.9	1,743.8	439.3	2.2	3,408.2	572.4	2.5	5,444.0
Use of paid law enforcement												
Regular use	643.9	1.7	2,872.1	381.3	1.0	1,574.9	584.6	1.4	1,750.0	925.4	2.1	3,284.3
No regular use	746.0	1.5	13,954.9	558.1	1.2	2,162.9	633.9	1.5	5,285.0	814.7	1.5	9,381.3

See footnotes at end of table

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Table S2. Standard errors for table 2: Number and percentage of public schools with violent and other incidents reported to police, by selected school characteristics: 1999–2000—Continued

School characteristic	Violent incidents			Serious violent incidents			Theft			Other incidents		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems												
No problems	720.7	1.3	12,744.2	428.5	0.8	1,012.8	631.9	1.2	2,743.8	937.1	1.7	5,370.3
1 problem	770.1	3.3	6,351.8	364.4	1.9	1,321.1	481.4	2.5	2,501.4	630.2	3.0	6,105.3
2 problems	403.4	5.2	5,573.3	354.2	4.6	1,696.2	370.2	4.4	3,079.4	465.4	4.9	4,529.6
3 or more problems	378.2	4.0	6,437.8	226.9	3.0	1,357.4	368.3	4.0	2,444.2	449.1	4.0	5,391.0
Transfers as percentage of enrollment												
Up to 5 percent	496.9	2.5	4,874.5	359.5	1.9	869.0	478.2	2.4	3,182.3	699.2	3.0	4,653.7
6 to 10 percent	498.2	2.9	5,438.0	242.1	1.5	1,795.6	411.0	2.4	2,600.2	596.8	3.1	5,326.1
11 to 20 percent	606.5	2.7	5,733.4	447.5	2.3	1,182.0	481.8	2.0	2,440.8	737.1	3.1	5,063.5
More than 20 percent	498.6	2.3	12,951.0	391.4	1.8	1,433.9	577.9	2.3	2,705.3	812.4	2.7	6,679.6
Prevalence of schoolwide disruptions												
No disruptions	981.6	1.4	13,583.0	615.0	0.9	2,197.1	825.3	1.2	4,889.1	910.7	1.2	8,213.8
Any disruptions	405.6	3.6	6,368.2	238.2	3.3	1,625.2	273.2	3.3	3,457.6	340.9	4.0	4,890.8
Percent of students absent without excuses												
None	404.1	2.6	1,925.0	226.8	1.5	478.0	291.8	1.9	2,322.0	545.5	2.7	2,139.8
1 or 2 percent	955.2	2.4	7,574.8	515.1	1.4	2,128.1	625.6	1.5	3,137.2	899.1	2.0	6,771.8
3 to 5 percent	638.9	2.5	5,175.6	354.2	1.5	1,292.9	472.2	2.3	2,921.0	727.2	2.7	7,448.3
6 to 10 percent	432.3	4.0	6,786.5	306.8	3.2	1,448.0	395.3	3.6	2,427.0	480.3	4.1	5,437.2
More than 10 percent	293.5	6.0	12,087.1	197.7	4.6	904.8	274.6	6.2	2,372.9	319.0	6.9	4,964.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Table S3. Standard errors for table 3: Number and percentage of public schools with physical assaults, by selected school characteristics: 1999–2000

School characteristic	Rape or attempted rape			Sexual battery other than rape			Physical attack or fight with a weapon			Physical attack/fight without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	84.0	0.1	112.7	273.4	0.3	1,128.4	493.0	0.6	2,481.2	1,244.6	1.5	59,618.4
Level												
Elementary	—	—	0.0	250.3	0.5	292.4	410.3	0.8	2,156.9	1,145.3	2.3	51,473.9
Middle	45.4	0.3	53.5	102.6	0.7	323.2	175.8	1.1	1,215.8	326.9	2.1	15,821.5
Secondary	68.4	0.6	77.1	86.7	0.7	1,038.4	118.7	1.0	348.3	230.5	1.6	6,140.5
Combined	46.8	1.0	82.7	99.1	2.1	187.0	54.3	1.1	71.0	237.4	4.1	2,615.2
Enrollment size												
Less than 300	—	—	0.0	112.4	0.6	183.8	145.3	0.7	192.0	613.8	3.1	7,933.1
300 to 499	47.4	0.2	87.8	164.2	0.7	168.7	254.7	1.1	655.2	797.4	3.0	26,427.8
500 to 999	49.5	0.2	49.5	160.3	0.5	347.1	360.4	1.2	2,284.7	668.8	2.0	47,596.4
1,000 or more	59.4	0.7	67.2	86.2	1.0	1,042.1	142.6	1.6	884.5	234.5	2.1	14,200.9
Urbanicity												
City	42.3	0.2	46.7	261.4	1.3	1,116.0	270.6	1.4	715.3	637.2	3.3	35,721.7
Urban fringe	63.4	0.2	73.8	124.9	0.5	223.6	259.8	1.0	1,095.9	667.5	2.5	16,954.2
Town	29.0	0.3	29.0	49.6	0.5	64.8	174.8	1.7	1,836.6	461.2	4.4	26,609.9
Rural	—	—	81.4	72.2	0.3	94.9	180.1	0.7	1,106.4	717.9	2.8	24,959.8
Crime level where students live												
High	—	—	21.3	131.3	2.4	201.9	173.5	3.2	242.2	457.6	6.2	38,418.6
Moderate	36.0	0.3	41.3	115.3	0.8	273.6	231.6	1.6	718.1	757.3	3.6	26,116.3
Low	70.4	0.1	102.3	196.3	0.4	253.4	297.3	0.5	1,897.2	991.8	1.8	25,976.5
Mixed	43.3	0.6	50.3	65.7	0.9	961.6	125.8	1.6	1,392.1	464.1	4.6	9,366.6
Percent minority enrollment												
0 to 5 percent	53.9	0.2	91.3	58.5	0.2	67.4	178.5	0.7	553.4	933.7	2.7	21,066.2
6 to 20 percent	37.1	0.2	38.9	99.3	0.5	230.3	233.0	1.3	931.4	813.8	3.2	21,151.2
21 to 50 percent	52.3	0.3	52.3	96.8	0.6	954.7	267.6	1.7	2,130.8	737.5	3.4	22,273.3
More than 50 percent	48.0	0.2	57.3	249.4	1.1	395.4	256.8	1.2	889.0	900.8	3.2	44,963.6
Percent of students eligible for free/reduced-price lunch												
0 to 20 percent	57.5	0.3	67.6	112.0	0.5	984.8	200.2	0.8	265.8	666.0	2.7	17,017.8
21 to 50 percent	64.5	0.2	93.9	104.7	0.4	249.2	300.7	1.0	1,639.6	936.2	2.6	28,642.9
More than 50 percent	46.9	0.2	53.7	251.8	0.8	391.3	306.2	1.0	1,952.1	1,034.9	2.6	49,281.1

See footnotes at end of table.

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Table S3. Standard errors for table 3: Number and percentage of public schools with physical assaults, by selected school characteristics: 1999–2000—Continued

School characteristic	Rape or attempted rape			Sexual battery other than rape			Physical attack or fight with a weapon			Physical attack/fight without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests												
0 to 5 percent	37.1	0.1	37.1	58.1	0.2	83.8	224.7	0.9	298.6	843.6	2.7	17,113.8
6 to 15 percent	56.8	0.2	65.5	89.4	0.3	966.0	268.9	0.8	2,060.6	1,027.7	2.3	20,927.7
More than 15 percent	61.6	0.3	96.6	257.2	1.0	356.3	342.5	1.4	1,497.1	960.5	3.0	52,257.4
Percent of students likely to attend college												
Up to 35 percent	44.9	0.2	46.5	170.7	0.7	368.1	276.9	1.1	545.6	1,015.5	3.0	45,344.9
36 to 60 percent	61.5	0.2	90.9	171.8	0.6	1,086.0	333.7	1.1	2,371.5	916.1	2.3	31,523.1
More than 60 percent	55.7	0.2	70.0	70.8	0.3	128.7	239.5	0.8	642.5	756.1	2.2	18,926.1
Percent of students who consider academic achievement important												
Up to 25 percent	—	—	8.9	92.8	1.3	181.2	138.1	1.9	1,090.7	597.1	4.9	14,921.1
26 to 50 percent	45.5	0.3	45.5	243.4	1.4	367.8	191.6	1.0	718.1	815.1	2.7	21,283.9
51 to 75 percent	60.3	0.2	97.1	99.7	0.4	988.7	277.3	1.0	983.8	909.7	2.3	47,347.4
More than 75 percent	52.8	0.2	56.0	114.6	0.4	199.9	292.8	0.9	1,919.7	814.8	2.7	26,474.9
Percent male enrollment												
Up to 44 percent	31.2	0.3	31.2	163.5	1.6	209.1	80.8	0.9	575.5	658.4	4.3	23,157.1
45 to 55 percent	75.9	0.1	86.6	196.2	0.3	1,128.8	453.2	0.7	2,399.4	1,108.3	1.6	50,974.6
More than 55 percent	—	—	81.5	66.2	0.7	72.1	247.4	2.5	368.7	555.4	4.6	13,700.0
Student/teacher ratio												
Less than 12:1	52.6	0.2	89.9	193.9	0.7	273.6	228.5	0.8	768.7	1,077.0	2.7	35,398.4
12:1 to 16:1	50.1	0.2	56.9	127.7	0.5	314.8	232.9	0.9	2,169.3	799.3	2.3	28,820.7
More than 16:1	52.5	0.2	55.0	105.3	0.4	967.4	298.5	1.3	613.2	832.1	2.6	37,983.5
Number of classroom changes												
0 to 3 changes	26.2	0.1	29.2	139.9	0.6	141.5	195.9	0.9	2,005.8	987.8	3.4	28,884.0
4 to 6 changes	51.9	0.1	59.6	148.0	0.4	1,083.5	316.4	0.9	1,259.2	822.1	1.9	42,317.0
More than 6	63.9	0.3	96.0	161.8	0.8	284.2	212.6	1.1	711.2	642.5	2.6	23,619.9
Use of paid law enforcement												
Regular use	—	—	21.9	175.4	0.4	264.4	358.9	0.9	2,113.6	905.5	2.3	29,005.2
No regular use	80.2	0.2	109.6	261.4	0.6	1,126.1	352.1	0.8	1,517.7	983.2	1.5	49,333.3

See footnotes at end of table

Table S3. Standard errors for table 3: Number and percentage of public schools with physical assaults, by selected school characteristics: 1999–2000—Continued

School characteristic	Rape or attempted rape			Sexual battery other than rape			Physical attack or fight with a weapon			Physical attack/fight without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems												
No problems	59.5	0.1	94.6	235.9	0.5	247.9	308.8	0.6	801.1	1,310.2	2.1	24,356.7
1 problem	45.4	0.3	49.6	92.5	0.6	955.4	208.6	1.4	1,310.4	958.9	3.3	31,644.7
2 problems	33.4	0.5	33.4	97.0	1.4	240.8	221.2	2.8	2,000.9	462.7	4.5	25,836.6
3 or more problems	44.1	0.6	51.4	138.3	1.7	353.1	143.0	1.9	235.9	428.2	3.8	21,373.5
Transfers as percentage of enrollment												
Up to 5 percent	26.3	0.1	26.3	106.0	0.5	113.7	186.5	1.0	1,913.0	781.7	2.6	11,651.8
6 to 10 percent	42.0	0.2	42.0	71.2	0.4	140.0	224.0	1.2	628.2	871.6	3.7	11,548.4
11 to 20 percent	48.3	0.3	55.9	239.3	1.2	362.0	184.3	1.0	361.7	741.5	2.5	18,052.4
More than 20 percent	50.5	0.2	89.0	132.6	0.6	966.7	237.1	1.1	1,396.2	964.9	3.1	49,123.3
Prevalence of schoolwide disruptions												
No disruptions	69.6	0.1	96.3	284.1	0.4	483.2	428.6	0.6	2,066.5	1,288.4	1.7	52,165.5
Any disruptions	49.6	0.6	62.3	81.8	1.0	945.5	145.3	1.8	729.0	537.0	2.8	12,158.6
Percent of students absent without excuses												
None	—	—	24.1	44.5	0.3	52.0	187.4	1.2	489.3	736.1	3.8	18,241.4
1 or 2 percent	52.9	0.2	86.0	174.0	0.5	284.6	274.3	0.8	2,097.7	1,268.1	2.6	32,606.2
3 to 5 percent	39.7	0.2	49.4	133.5	0.6	311.4	240.4	1.1	1,277.5	801.4	2.5	29,017.0
6 to 10 percent	55.9	0.7	62.5	161.3	1.8	972.9	181.0	2.2	417.2	504.3	3.9	30,486.0
More than 10 percent	29.6	0.8	35.9	51.3	1.5	132.3	66.1	1.8	136.7	366.3	6.6	11,557.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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Table S4. Standard errors for table 4: Number and percentage of public schools with threats of physical attack and robbery, by selected school characteristics: 1999–2000

School characteristic	Threat of attack with a weapon			Threat of attack without a weapon			Robbery with a weapon			Robbery without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	574.2	0.7	1,916.8	1,207.3	1.5	52,737.2	122.6	0.1	2,137.1	455.9	0.6	3,185.2
Level												
Elementary	496.7	1.0	1,620.2	1,038.3	2.1	48,345.5	—	—	88.7	376.2	0.8	2,895.4
Middle	214.4	1.4	988.7	339.9	2.2	16,806.5	40.1	0.3	45.4	143.6	0.9	1,147.1
Secondary	152.2	1.3	736.9	268.7	1.9	5,519.7	66.7	0.6	128.7	105.3	0.9	853.3
Combined	117.2	2.4	214.3	248.5	4.4	3,397.1	—	1.1	2,142.1	98.8	2.1	310.0
Enrollment size												
Less than 300	259.2	1.3	502.2	672.4	3.4	5,942.3	84.7	0.4	2,140.6	175.2	0.9	640.0
300 to 499	329.0	1.4	779.0	768.4	3.1	37,458.2	—	—	88.7	192.2	0.8	1,362.4
500 to 999	446.7	1.4	1,691.7	624.9	1.9	34,421.4	19.5	0.1	28.3	289.3	1.0	2,563.0
1,000 or more	165.1	1.8	654.8	236.2	2.7	6,381.4	40.6	0.5	135.9	137.5	1.6	1,133.2
Urbanicity												
City	329.6	1.7	1,364.7	641.7	3.3	25,288.1	110.4	0.6	160.2	337.6	1.7	1,640.4
Urban fringe	359.1	1.4	1,153.3	564.5	2.1	23,734.9	56.3	0.2	2,142.6	185.3	0.7	1,572.8
Town	267.8	2.6	1,144.4	459.5	4.4	18,772.1	—	—	24.1	72.3	0.7	339.9
Rural	224.2	0.9	462.5	699.4	2.7	35,816.1	—	—	35.3	171.2	0.7	2,212.2
Crime level where students live												
High	211.4	3.8	1,200.4	415.0	6.0	29,160.8	86.1	1.6	2,138.9	255.9	4.6	1,507.1
Moderate	336.6	2.3	797.7	745.0	3.2	41,297.7	27.3	0.2	47.2	213.6	1.6	2,433.9
Low	510.3	0.9	1,305.6	998.3	1.7	19,623.1	22.2	0.0	39.2	232.9	0.4	1,028.4
Mixed	189.1	2.3	780.2	394.0	4.1	8,891.6	—	—	103.8	161.8	2.1	864.2
Percent minority enrollment												
0 to 5 percent	255.2	1.0	591.0	873.1	2.7	10,488.6	—	—	—	199.5	0.8	639.4
6 to 20 percent	326.6	1.7	1,225.0	656.9	2.9	21,540.1	18.5	0.1	30.5	144.8	0.8	2,181.9
21 to 50 percent	337.9	2.0	702.0	675.4	3.4	42,005.1	—	—	2,141.6	195.0	1.2	1,894.2
More than 50 percent	386.0	1.7	1,600.2	740.6	2.9	27,493.5	114.6	0.5	169.8	298.3	1.4	998.1
Percent of students eligible for free/reduced-price lunch												
0 to 20 percent	287.7	1.3	1,197.2	602.3	2.4	17,887.8	18.5	0.1	30.5	130.9	0.6	723.1
21 to 50 percent	344.0	1.1	827.0	887.6	2.4	38,026.8	28.8	0.1	73.5	164.4	0.6	971.9
More than 50 percent	436.0	1.4	1,597.7	1,093.2	2.8	30,848.7	121.4	0.4	2,139.0	420.6	1.4	3,157.4

See footnotes at end of table.

Table S4. Standard errors for table 4: Number and percentage of public schools with threats of physical attack and robbery, by selected school characteristics: 1999–2000—Continued

School characteristic	Threat of attack with a weapon			Threat of attack without a weapon			Robbery with a weapon			Robbery without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests												
0 to 5 percent	373.5	1.4	696.7	548.8	2.0	9,714.2	—	—	2,138.9	120.2	0.5	677.4
6 to 15 percent	370.7	1.1	1,508.6	945.1	2.3	22,254.2	23.2	0.1	47.2	299.0	0.9	964.1
More than 15 percent	373.2	1.6	1,183.8	1,001.7	3.3	49,197.5	118.8	0.5	39.2	397.6	1.6	3,078.0
Percent of students likely to attend college												
Up to 35 percent	406.2	1.5	1,269.7	937.8	3.0	33,511.1	110.0	0.4	2,141.2	404.4	1.7	2,970.5
36 to 60 percent	366.7	1.2	1,486.1	708.6	2.1	36,324.6	62.2	0.2	100.2	200.5	0.7	1,067.0
More than 60 percent	322.8	1.2	890.2	752.8	2.4	16,134.8	28.2	0.1	53.2	173.5	0.6	784.8
Percent of students who consider academic achievement important												
Up to 25 percent	222.1	3.0	1,029.3	520.3	4.5	13,591.1	—	—	2,142.1	134.2	1.9	553.6
26 to 50 percent	363.1	2.0	1,059.8	978.1	3.8	22,170.3	110.3	0.6	122.1	351.8	1.9	3,001.1
51 to 75 percent	313.5	1.1	640.1	761.8	1.9	25,477.8	37.6	0.1	122.8	228.4	0.9	826.2
More than 75 percent	372.2	1.2	1,452.3	735.8	2.2	37,639.7	—	—	39.0	146.5	0.5	699.1
Percent male enrollment												
Up to 44 percent	116.5	1.2	525.6	524.8	4.4	18,735.8	—	—	12.7	143.8	1.5	1,455.3
45 to 55 percent	573.4	1.0	1,894.7	1,089.7	1.6	50,312.3	113.3	0.2	167.7	344.1	0.5	2,625.6
More than 55 percent	135.6	1.4	216.5	567.2	4.9	5,479.7	55.8	0.6	2,141.7	233.9	2.4	1,493.2
Student/teacher ratio												
Less than 12:1	340.7	1.1	654.6	1,003.4	2.5	17,936.6	96.7	0.3	12.7	216.6	0.8	2,375.4
12:1 to 16:1	404.0	1.5	1,386.6	773.9	2.3	41,915.9	55.6	0.2	167.7	203.0	0.7	1,437.1
More than 16:1	388.1	1.5	1,423.8	713.5	2.4	30,040.5	29.2	0.1	2,141.7	254.7	1.1	1,578.2
Number of classroom changes												
0 to 3 changes	306.2	1.3	1,052.9	798.5	2.8	19,914.1	—	—	—	287.9	1.3	709.7
4 to 6 changes	435.7	1.2	1,561.0	804.1	2.1	49,725.4	67.5	0.2	100.2	260.0	0.7	2,600.2
More than 6	274.5	1.3	733.6	580.2	2.5	13,824.4	59.4	0.3	53.2	155.3	0.8	1,566.0
Use of paid law enforcement												
Regular use	475.3	1.2	928.3	906.9	2.3	38,888.1	—	—	88.7	188.4	0.5	1,275.2
No regular use	442.6	1.0	1,851.4	994.6	1.9	37,799.4	90.4	0.2	2,137.0	420.6	1.0	2,960.3

See footnotes at end of table.

Table S4. Standard errors for table 4: Number and percentage of public schools with threats of physical attack and robbery, by selected school characteristics: 1999–2000—Continued

School characteristic	Threat of attack with a weapon			Threat of attack without a weapon			Robbery with a weapon			Robbery without a weapon		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems												
No problems	472.1	0.9	986.6	1,018.7	1.7	15,035.9	106.2	0.2	136.0	298.5	0.6	989.6
1 problem	302.1	1.7	968.4	862.2	3.4	39,948.3	54.9	0.3	2,142.0	255.5	1.5	822.4
2 problems	288.2	3.8	1,209.4	480.0	4.7	22,649.3	41.9	0.6	67.8	163.3	2.2	1,808.7
3 or more problems	221.7	2.9	1,111.6	468.5	4.1	23,205.0	22.4	0.3	60.9	165.6	2.0	2,264.5
Transfers as percentage of enrollment												
Up to 5 percent	223.6	1.2	575.1	668.1	2.5	7,869.5	60.4	0.3	81.9	294.8	1.5	860.9
6 to 10 percent	333.8	1.7	929.0	811.2	3.4	10,166.4	90.5	0.5	93.7	149.7	0.9	1,407.0
11 to 20 percent	355.5	1.8	1,349.8	778.1	3.0	23,001.1	—	—	25.9	225.5	1.2	781.3
More than 20 percent	421.8	1.9	1,287.3	904.1	2.6	43,483.3	66.7	0.3	2,140.8	270.4	1.2	2,633.8
Prevalence of schoolwide disruptions												
No disruptions	576.6	0.8	1,744.0	1,194.2	1.7	49,538.7	121.4	0.2	2,139.9	396.6	0.6	2,144.7
Any disruptions	172.9	2.3	909.9	424.3	3.0	11,481.0	32.3	0.4	87.5	238.0	3.0	2,409.0
Percent of students absent without excuses												
None	240.2	1.7	428.8	639.8	3.7	13,659.6	—	—	—	134.0	0.9	535.9
1 or 2 percent	414.2	1.1	1,474.9	1,031.1	2.8	24,442.4	—	—	36.5	312.1	0.9	1,629.2
3 to 5 percent	402.6	1.7	1,222.7	723.0	2.3	36,406.6	61.4	0.3	81.0	195.1	0.9	765.2
6 to 10 percent	226.6	2.4	875.5	469.6	4.6	16,765.5	104.7	1.2	2,137.7	315.8	3.5	2,635.3
More than 10 percent	182.0	4.4	617.6	269.8	6.7	20,869.3	—	—	80.8	137.5	3.7	1,538.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Table S5. Standard errors for table 5: Number and percentage of public schools with theft and possession of weapons, by selected school characteristics: 1999–2000

School characteristic	Theft/larceny			Possession of a firearm/explosive device			Possession of a knife or sharp object		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	1,125.2	1.4	9,209.9	362.7	0.4	2,239.7	1,052.5	1.3	4,011.7
Level									
Elementary	966.0	1.9	4,083.7	283.5	0.6	2,246.2	900.6	1.8	2,971.4
Middle	346.7	2.3	4,999.3	166.2	1.1	260.4	320.3	2.1	1,332.8
Secondary	222.0	1.7	5,157.2	164.1	1.3	369.4	232.0	1.8	1,444.5
Combined	211.9	4.4	1,273.6	91.2	1.8	99.7	189.9	3.9	502.3
Enrollment size									
Less than 300	631.7	3.2	3,126.8	141.1	0.7	143.9	582.7	2.9	1,405.0
300 to 499	719.1	2.9	3,331.6	154.6	0.7	166.9	578.3	2.6	1,721.6
500 to 999	666.5	2.2	4,352.9	294.3	1.0	2,273.6	663.8	2.2	2,442.2
1,000 or more	188.6	2.4	5,507.3	125.2	1.4	277.5	247.7	2.6	1,462.5
Urbanicity									
City	565.3	2.9	5,957.9	216.3	1.1	406.8	591.3	3.1	2,528.8
Urban fringe	642.9	2.4	5,399.2	281.3	1.1	2,286.9	691.6	2.6	2,083.2
Town	352.3	3.4	2,368.8	87.5	0.8	104.9	415.4	4.0	1,092.2
Rural	548.2	2.1	3,135.0	191.3	0.7	236.2	541.2	2.1	1,423.8
Crime level where students live									
High	415.1	5.7	2,795.7	130.5	2.4	2,136.6	451.3	7.0	1,722.6
Moderate	693.9	4.1	4,581.7	147.8	1.1	209.7	584.8	3.4	1,822.9
Low	677.6	1.3	5,634.4	242.8	0.5	327.9	896.7	1.5	2,439.8
Mixed	374.5	4.5	3,540.1	99.5	1.3	194.2	376.3	4.2	1,294.2
Percent minority enrollment									
0 to 5 percent	729.3	2.4	3,231.8	166.7	0.7	236.1	714.2	2.4	1,625.6
6 to 20 percent	567.5	2.8	5,461.2	205.0	1.1	253.0	609.7	2.7	2,210.7
21 to 50 percent	595.2	3.2	4,268.6	162.5	1.0	2,173.9	604.4	3.1	1,526.6
More than 50 percent	739.3	3.3	5,950.2	214.9	1.0	301.9	654.4	2.6	2,256.5
Percent of students eligible for free/reduced-price lunch									
0 to 20 percent	579.2	2.6	5,111.1	215.8	1.0	287.3	524.4	2.2	1,483.0
21 to 50 percent	721.0	2.3	5,681.5	199.1	0.7	295.5	834.9	2.5	2,619.4
More than 50 percent	913.1	2.6	4,764.3	262.1	0.9	2,225.0	866.9	2.5	2,845.7

See footnotes at end of table.

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Table S5. Standard errors for table 5: Number and percentage of public schools with theft and possession of weapons, by selected school characteristics: 1999–2000—Continued

School characteristic	Theft/larceny			Possession of a firearm/explosive device			Possession of a knife or sharp object		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests									
0 to 5 percent	682.5	2.4	3,903.5	135.6	0.5	169.3	630.0	2.3	1,780.0
6 to 15 percent	736.9	1.8	5,686.0	267.5	0.8	299.3	789.3	2.2	2,452.6
More than 15 percent	885.6	3.2	6,224.5	225.7	1.0	2,118.2	735.1	2.7	2,313.4
Percent of students likely to attend college									
Up to 35 percent	755.9	3.1	4,476.5	242.3	1.0	2,210.1	665.9	2.4	2,715.2
36 to 60 percent	621.1	2.1	4,377.6	196.3	0.6	372.4	764.4	2.3	2,023.8
More than 60 percent	690.0	2.3	5,158.9	202.3	0.8	244.9	679.2	2.3	1,615.4
Percent of students who consider academic achievement important									
Up to 25 percent	462.1	4.4	2,725.3	111.9	1.7	135.7	393.2	4.3	1,301.5
26 to 50 percent	794.1	3.1	4,834.0	182.5	1.0	2,129.2	622.0	3.1	1,688.2
51 to 75 percent	644.6	2.1	5,049.9	158.9	0.6	303.9	709.1	2.2	2,329.4
More than 75 percent	809.9	2.4	5,249.8	268.2	0.9	316.7	749.0	2.2	1,817.8
Percent male enrollment									
Up to 44 percent	464.2	3.7	2,134.9	118.3	1.2	2,151.5	425.1	4.2	917.8
45 to 55 percent	1,119.9	1.7	8,847.9	327.1	0.5	471.0	1,012.0	1.6	3,672.2
More than 55 percent	418.3	3.9	2,458.7	104.3	1.1	162.2	438.5	4.1	921.3
Student/teacher ratio									
Less than 12:1	632.3	2.3	4,474.0	162.3	0.6	277.9	840.4	2.4	2,904.0
12:1 to 16:1	715.7	2.3	4,939.4	215.2	0.8	292.8	704.9	2.2	2,067.7
More than 16:1	816.0	3.0	5,877.0	229.4	0.9	2,112.2	743.2	2.5	2,179.4
Number of classroom changes									
0 to 3 changes	685.8	2.8	2,697.9	166.1	0.7	215.6	837.9	3.2	2,314.3
4 to 6 changes	831.1	2.2	7,079.1	247.7	0.7	2,117.7	824.2	2.2	3,064.2
More than 6	469.5	2.6	4,403.1	229.3	1.2	305.5	490.7	2.1	1,385.4
Use of paid law enforcement									
Regular use	821.1	2.0	4,168.7	211.9	0.5	235.4	832.4	2.0	2,147.2
No regular use	805.9	1.9	8,097.9	317.1	0.7	2,164.6	830.3	1.4	3,227.7

See footnotes at end of table.

Table S5. Standard errors for table 5: Number and percentage of public schools with theft and possession of weapons, by selected school characteristics: 1999–2000—Continued

School characteristic	Theft/larceny			Possession of a firearm/explosive device			Possession of a knife or sharp object		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems									
No problems	827.0	1.5	4,528.2	251.6	0.5	346.1	881.9	1.7	2,989.0
1 problem	758.9	3.3	4,710.2	182.9	1.1	248.3	688.2	3.3	1,845.2
2 problems	427.1	4.6	3,832.8	139.7	1.9	2,136.6	430.5	4.4	1,306.0
3 or more problems	393.6	3.7	4,919.3	106.0	1.5	188.1	413.7	3.7	1,896.3
Transfers as percentage of enrollment									
Up to 5 percent	642.5	2.9	4,669.5	152.2	0.8	274.8	529.2	2.2	1,315.7
6 to 10 percent	618.3	3.3	4,257.6	204.0	1.1	243.9	688.0	3.3	1,702.7
11 to 20 percent	601.5	2.4	5,787.9	183.9	0.9	292.5	681.5	2.9	2,120.3
More than 20 percent	890.4	2.9	4,440.7	216.6	0.9	2,178.5	757.5	2.7	2,305.2
Prevalence of schoolwide disruptions									
No disruptions	1,081.9	1.6	8,855.1	369.5	0.5	2,271.9	980.2	1.4	3,513.1
Any disruptions	355.6	3.9	4,635.8	132.9	1.8	228.5	363.7	3.8	1,436.9
Percent of students absent without excuses									
None	472.2	2.8	2,948.6	88.2	0.6	120.5	476.0	2.9	1,061.1
1 or 2 percent	866.3	2.0	6,251.0	234.3	0.7	286.0	832.5	2.1	2,408.2
3 to 5 percent	652.5	2.6	5,632.6	220.9	1.0	316.2	869.6	3.3	2,132.2
6 to 10 percent	474.8	3.8	5,148.6	170.5	2.0	230.8	466.9	4.0	1,875.3
More than 10 percent	312.1	6.7	2,587.3	98.5	2.6	2,137.1	336.2	6.6	1,555.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

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Table S6. Standard errors for table 6: Number and percentage of public schools with other incidents, by selected school characteristics: 1999–2000

School characteristic	Distribution of illegal drugs			Possession/use of alcohol/illegal drugs			Sexual harassment			Vandalism		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
All public schools	411.3	0.5	1,618.7	588.9	0.7	4,852.1	1,029.5	1.3	6,086.6	1,319.8	1.6	13,578.5
Level												
Elementary	210.1	0.4	532.0	461.6	0.9	2,911.3	800.6	1.6	4,920.5	1,244.7	2.5	8,619.3
Middle	233.5	1.5	643.8	264.5	1.7	1,382.7	270.6	1.8	3,254.1	307.0	2.0	7,649.4
Secondary	198.3	1.6	1,229.0	235.9	1.7	3,492.6	256.9	1.8	2,114.1	230.5	1.7	4,426.6
Combined	144.7	2.8	403.8	194.7	3.9	998.5	204.2	4.1	1,061.0	223.6	4.3	2,169.6
Enrollment size												
Less than 300	122.3	0.6	262.7	343.0	1.8	937.7	640.5	3.0	2,027.2	593.4	2.8	2,911.3
300 to 499	151.2	0.7	346.9	347.3	1.4	3,275.5	605.7	2.6	4,249.5	736.4	3.1	6,853.4
500 to 999	333.6	1.1	864.5	324.9	1.2	1,831.2	650.4	2.2	3,845.9	874.7	2.7	8,416.9
1,000 or more	143.6	2.0	1,283.9	155.7	2.1	2,997.9	228.9	2.7	2,044.9	201.5	2.4	4,893.8
Urbanicity												
City	229.3	1.2	1,268.3	317.1	1.6	3,232.4	483.1	2.5	3,213.7	461.9	2.4	6,142.4
Urban fringe	239.4	0.9	927.5	319.0	1.2	2,953.7	593.4	2.3	3,384.6	662.5	2.5	8,489.9
Town	154.6	1.5	447.3	219.0	2.1	1,382.6	317.6	3.0	1,719.3	414.3	4.0	2,877.6
Rural	234.5	0.9	544.1	440.1	1.7	1,665.4	593.3	2.3	4,439.0	653.8	2.5	5,654.3
Crime level where students live												
High	161.8	3.1	548.0	241.9	4.7	1,112.7	254.4	4.8	1,830.2	371.6	5.6	4,536.6
Moderate	171.0	1.3	907.8	295.8	2.3	3,896.5	540.6	3.6	4,829.6	745.6	3.0	9,708.8
Low	340.0	0.7	992.4	515.1	1.1	2,208.9	687.8	1.4	3,373.3	1,027.0	1.9	5,916.0
Mixed	173.8	2.3	825.3	196.9	3.2	2,682.0	385.2	4.0	1,675.1	493.1	4.6	5,031.4
Percent minority enrollment*												
0 to 5 percent	240.1	1.0	528.0	396.1	1.2	1,956.4	695.2	2.3	3,340.1	795.4	2.6	6,112.7
6 to 20 percent	314.9	1.6	737.6	355.2	1.8	2,150.8	522.8	2.8	3,047.1	714.4	3.4	3,890.9
21 to 50 percent	185.3	1.1	636.3	390.5	2.3	3,321.7	476.7	2.4	3,624.5	682.6	3.4	9,872.2
More than 50 percent	214.1	1.0	1,253.7	356.8	1.7	2,814.8	602.4	2.4	2,817.2	716.8	2.4	7,466.4
Percent of students eligible for free/reduced-price lunch												
0 to 20 percent	272.6	1.5	787.1	285.7	1.8	2,461.0	581.2	2.4	2,765.1	754.5	2.9	3,776.9
21 to 50 percent	257.5	1.0	1,094.0	439.9	1.5	3,161.9	595.4	2.3	4,458.3	874.6	2.3	9,213.0
More than 50 percent	256.7	0.8	1,131.0	458.8	1.3	2,979.4	682.3	2.2	3,635.3	913.9	2.3	7,291.3

See footnotes at end of table.

Table S6. Standard errors for table 6: Number and percentage of public schools with other incidents, by selected school characteristics: 1999–2000—Continued

School characteristic	Distribution of illegal drugs			Possession/use of alcohol/illegal drugs			Sexual harassment			Vandalism		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Percent of students below 15th percentile on standardized tests												
0 to 5 percent	278.0	1.1	719.7	407.2	1.6	2,160.7	607.3	2.3	2,354.0	679.4	2.7	3,444.9
6 to 15 percent	230.8	0.7	956.2	379.1	1.2	3,893.9	679.8	1.8	3,850.4	938.8	2.3	7,508.5
More than 15 percent	297.1	1.2	1,185.0	401.7	1.4	2,454.6	648.9	2.4	5,077.2	826.6	2.5	9,358.2
Percent of students likely to attend college												
Up to 35 percent	222.3	0.8	764.5	477.0	1.8	3,543.5	668.9	2.3	3,702.6	877.2	2.9	7,744.3
36 to 60 percent	253.1	0.8	1,096.0	395.4	1.2	2,668.7	654.8	2.2	3,847.7	795.6	2.1	5,818.8
More than 60 percent	269.4	1.1	1,030.2	337.9	1.4	2,819.6	529.3	1.9	3,239.8	730.5	2.3	7,982.3
Percent of students who consider academic achievement important												
Up to 25 percent	130.5	2.0	523.4	215.4	3.5	1,128.3	453.1	4.9	1,736.9	503.1	4.7	3,575.8
26 to 50 percent	220.9	1.2	881.1	426.8	2.5	2,266.6	648.8	3.0	3,855.6	706.3	3.1	9,230.1
51 to 75 percent	264.2	1.0	1,115.1	370.0	1.4	4,204.8	640.1	2.0	3,596.0	893.3	2.7	7,713.1
More than 75 percent	272.4	0.9	703.3	482.2	1.6	2,690.2	603.6	2.0	3,953.9	768.0	2.4	4,814.1
Percent male enrollment												
Up to 44 percent	209.3	2.2	584.5	222.5	2.6	713.4	407.1	3.6	2,043.8	535.1	4.5	3,872.3
45 to 55 percent	386.2	0.6	1,469.2	545.4	0.9	4,701.2	1,005.6	1.7	5,888.0	1,183.3	1.8	12,332.3
More than 55 percent	138.4	1.5	323.9	250.2	2.6	1,401.1	383.5	3.7	1,091.1	559.1	4.4	3,728.3
Student/teacher ratio[4]												
Less than 12:1	284.1	0.9	676.5	385.3	1.3	3,128.1	803.9	2.4	3,782.7	828.4	2.4	5,877.5
12:1 to 16:1	215.3	0.9	854.2	441.5	1.7	3,142.1	687.1	2.1	4,849.9	877.3	2.7	10,468.5
More than 16:1	235.5	1.0	1,083.9	313.9	1.4	2,812.8	759.4	2.8	3,183.8	844.8	2.9	6,837.5
Number of classroom changes[4]												
0 to 3 changes	131.9	0.6	387.7	312.2	1.4	1,222.4	535.6	2.3	1,829.5	921.3	3.5	4,976.9
4 to 6 changes	301.5	0.8	1,460.2	402.9	1.2	4,480.4	743.1	1.8	4,696.8	791.5	2.1	11,783.4
More than 6	268.8	1.4	741.0	400.5	2.3	2,600.5	569.7	2.4	3,308.7	590.4	2.3	3,712.9
Use of paid law enforcement												
Regular use	284.3	0.7	400.9	498.3	1.3	1,244.1	817.1	1.9	3,816.5	1,155.7	2.6	5,605.8
No regular use	321.8	0.9	1,554.4	400.9	1.2	4,679.7	776.2	1.5	5,132.1	886.1	1.7	12,787.5

See footnotes at end of table.

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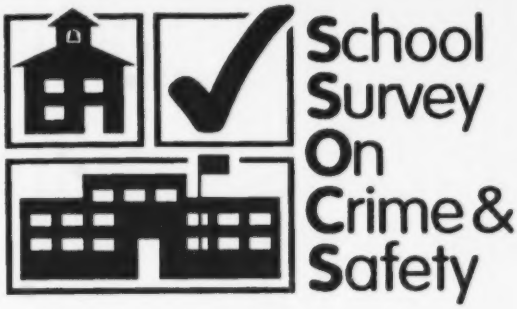
Table S6. Standard errors for table 6: Number and percentage of public schools with other incidents, by selected school characteristics: 1999–2000—Continued

School characteristic	Distribution of illegal drugs			Possession/use of alcohol/illegal drugs			Sexual harassment			Vandalism		
	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents	Number of schools	Percent of schools	Number of incidents
Number of serious discipline problems												
No problems	288.1	0.6	793.5	522.3	1.0	3,159.9	922.4	1.5	3,341.3	1,155.8	2.2	5,811.7
1 problem	251.4	1.6	953.8	363.1	2.4	2,319.0	651.3	3.3	4,274.1	822.3	3.4	5,872.4
2 problems	152.4	2.2	626.5	284.0	4.0	2,025.8	338.5	4.2	2,078.8	468.1	4.2	4,965.4
3 or more problems	207.1	2.9	1,111.9	309.3	3.9	2,639.3	402.2	3.9	3,588.3	455.5	3.3	9,391.3
Transfers as percentage of enrollment												
Up to 5 percent	212.7	1.3	947.7	410.3	2.0	2,549.7	537.7	2.3	2,914.8	733.7	3.0	3,948.3
6 to 10 percent	205.0	1.3	862.4	323.3	1.9	2,415.9	541.9	2.9	2,832.6	696.7	3.6	4,966.9
11 to 20 percent	250.7	1.4	665.4	467.1	2.3	2,222.5	554.8	2.5	2,934.8	815.6	3.0	8,663.3
More than 20 percent	244.5	1.2	931.1	364.2	1.6	2,832.4	637.1	2.5	3,717.1	893.6	2.5	7,189.5
Prevalence of schoolwide disruptions												
No disruptions	417.4	0.6	1,396.0	612.4	0.9	4,587.2	913.6	1.4	5,814.5	1,224.5	1.8	11,644.3
Any disruptions	221.7	3.1	874.6	273.3	4.2	2,538.7	319.7	3.1	2,484.1	394.9	3.6	3,504.2
Percent of students absent without excuses												
None	186.6	1.2	362.0	278.8	1.9	1,088.5	436.5	2.8	2,564.3	607.9	3.3	7,276.2
1 or 2 percent	269.5	0.8	797.9	506.8	1.6	3,463.4	830.7	1.9	3,760.7	1,041.0	2.4	7,559.5
3 to 5 percent	283.6	1.2	1,229.2	322.9	1.5	2,470.4	613.3	2.6	3,928.1	769.7	2.5	7,611.4
6 to 10 percent	188.5	2.5	787.8	296.6	4.1	2,534.4	365.5	3.4	2,301.3	464.1	3.8	3,896.3
More than 10 percent	166.8	4.5	639.6	236.0	6.2	2,241.2	300.0	7.4	1,888.5	336.2	7.1	3,354.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2000.

Appendix: School Survey on Crime and Safety 2000 Questionnaire



National Center for Education Statistics
U.S. Department of Education
Washington, D.C. 20006

FORM APPROVED
O.M.B. NO.: 1850-0761
EXPIRATION DATE:

Please have this questionnaire completed by the person most knowledgeable about your school's disciplinary actions. However, please provide the principal's responses on questions 12 and 20. Please keep a copy of the completed questionnaire for your records.

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. All information you provide will be treated as confidential and used only for research or statistical purposes by the survey sponsors, their contractors, and collaborating researchers for the purposes of analyzing data and preparing scientific reports and articles. Any information publicly released (such as statistical summaries) will be in a format that does not personally identify you.

Label

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form: _____ Telephone: _____

Title/position: _____ Number of years at this school: _____

Best days and times to reach you (in case of questions): _____

E-mail: _____

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CONTACT:
School Survey on Crime and Safety, 711909 Westat 1650 Research Boulevard Rockville, MD 20850-3129	Dr. Bradford Chaney 800-937-8281, ext. 3946 Fax: 1-800-533-0239 E-mail: CHANEYB1@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0761. The time required to complete this information collection is estimated to average 1 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** National Center for Education Statistics, 1990 K Street, N.W., Room 9042, Washington, D.C. 20006.

Please respond by April 17, 2000.

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Definitions

The following words are underlined wherever they appear in the questionnaire.

At school / at your school — include activities happening in school buildings, on school grounds, on school buses, and at places that are holding school-sponsored events or activities. Unless otherwise specified, only respond for those times that were normal school hours or school activities/events were in session.

Cult or extremist group — a group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.

Firearm/explosive device — any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Gang — an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

Hate crime — a criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation.

Insubordination — a deliberate and inexcusable defiance of or refusal to obey a school rule, authority, or a reasonable order. It includes but is not limited to direct defiance of school authority, failure to attend assigned detention or on-campus supervision, failure to respond to a call slip, and physical or verbal intimidation/abuse.

Intimidation — to frighten, compel, or deter by actual or implied threats. It includes bullying and sexual harassment.

Physical attack or fight — an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Rape — forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.

Robbery — the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or battery.

Sexual battery — an incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

Sexual harassment — unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or non-verbal.

Special education student — a child with a disability, defined as mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, and who needs special education and related services and receives these under the Individuals with Disabilities Education Act (IDEA).

Specialized school — a school that is specifically for students who were referred for disciplinary reasons. The school may also have students who were referred for other reasons. The school may be at the same location as your school.

Theft/larceny (taking things over $10 without personal confrontation) — the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.

Vandalism — the willful damage or destruction of school property including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking.

Violence — actual, attempted, or threatened fight or assault.

Weapon — any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others.

Characteristics of school policies

1. During the 1999-2000 school year, was it a practice of your school to do the following? *(If your school changed its practices in the middle of the school year, please answer regarding your most recent practice. Circle one response on each line.)*

	Yes	No
a. Require visitors to sign or check in	1	2
b. Control access to school buildings during school hours (e.g., locked or monitored doors)	1	2
c. Control access to school grounds during school hours (e.g., locked or monitored gates)	1	2
d. Require students to pass through metal detectors each day	1	2
e. Require visitors to pass through metal detectors	1	2
f. Perform one or more random metal detector checks on students	1	2
g. Close the campus for most students during lunch	1	2
h. Use one or more random dog sniffs to check for drugs	1	2
i. Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs	1	2
j. Require drug testing for any students (e.g., athletes)	1	2
k. Require students to wear uniforms	1	2
l. Enforce a strict dress code	1	2
m. Provide a printed code of student conduct to students	1	2
n. Provide a printed code of student conduct to parents	1	2
o. Provide school lockers to students	1	2
p. Require clear book bags or ban book bags on school grounds	1	2
q. Require students to wear badges or picture IDs	1	2
r. Require faculty and staff to wear badges or picture IDs	1	2
s. Use one or more security cameras to monitor the school	1	2
t. Provide telephones in most classrooms	1	2
u. Prohibit all tobacco use on school grounds.	1	2

2. Does your school have a written plan that describes procedures to be performed in the following crises? *(Circle one response on each line.)*

	Yes	No
a. Shootings	1	2
b. Riots or large-scale fights	1	2
c. Bomb scares, anthrax scares, or comparable school-wide threats (not including fire)	1	2
d. Natural disasters (e.g., earthquakes or tornadoes)	1	2
e. Hostages	1	2

School violence prevention programs and practices

3. During the 1999-2000 school year, did your school have any formal programs intended to prevent or reduce violence? *(Circle one response.)*

Yes 1
No ..... 2 ***If no, skip to question 5.***

4. During the 1999-2000 school year, did any of your formal programs intended to prevent or reduce violence include the following components for students? If a program has multiple components, answer "yes" for each that applies. *(Circle one response on each line.)*

	Yes	No
a. Prevention curriculum, instruction, or training for students (e.g., social skills training)	1	2
b. Behavioral or behavior modification intervention for students	1	2
c. Counseling, social work, psychological, or therapeutic activity for students	1	2
d. Individual attention/mentoring/tutoring/coaching of students by students or adults	1	2
e. Recreational, enrichment, or leisure activities for students	1	2
f. Student involvement in resolving student conduct problems (e.g., conflict resolution or peer mediation, student court)	1	2
g. Programs to promote sense of community/social integration among students	1	2
h. Hotline/tipline for students to report problems	1	2

Words that are underlined are defined at the beginning of this questionnaire.

5. During the 1999-2000 school year, did your school do the following to prevent or reduce violence? *(Circle one response on each line.)*

	Yes	No
a. Training, supervision, or technical assistance in classroom management for teachers	1	2
b. Review, revision, or monitoring of school-wide discipline practices and procedures	1	2
c. Training faculty or staff in crime prevention	1	2
d. Reorganizing school, grades, or schedules (e.g., school within a school, "houses" or "teams" of students)	1	2

6. In the last 3 years, did your school complete any architectural or environmental modifications to reduce opportunities for crime and violence? *(Circle one response.)*

Yes 1
No 2

7. Which of the following does your school do to involve or help parents? *(Circle one response on each line.)*

	Yes	No
a. Have a formal process to obtain parent input on policies related to school crime and discipline	1	2
b. Provide training or technical assistance to parents in dealing with students' problem behavior	1	2
c. Have a program that involves parents at school helping to maintain school discipline	1	2

8. During the 1999-2000 school year, at what times did your school regularly use paid law enforcement or security services at school? *(Circle one response on each line.)*

	Yes	No
a. At any time during school hours	1	2
b. While students were arriving or leaving	1	2
c. At selected school activities (e.g., athletic and social events, open houses, science fairs)	1	2
d. When school/school activities not occurring	1	2
e. Other (*please specify*) _____	1	2

If your school did not regularly use paid law enforcement or security services or it used them only when school and school activities were not occurring, skip to question 10.

9. On average, how many hours per week did at least one paid law enforcement or security person provide law enforcement or security services, wear a uniform or other identifiable clothing, or carry a firearm at your school? If two or more people did these in the same hour, count that as only 1 hour.

Total number of hours that at least one paid law enforcement or security person

a. Was on duty per week, on average ..... _____ hours
b. Wore a uniform or other identifiable clothing ..... _____ hours
c. Carried a firearm ..... _____ hours

10. During the 1999-2000 school year, did your school or district train any teachers or aides to recognize early warning signs of potentially violent students? Please consider only classroom teachers or aides, and not administrators or counselors. *(Circle one response.)*

Yes 1
No ..... 2 ***If no, skip to question 12.***

11. How many classroom teachers or aides were involved in the training? On average, how many hours of training did each of those teachers or aides receive during the 1999-2000 school year? *(Round to the nearest half hour.)*

a. Number of classroom teachers or aides involved in training ..... _____
b. Average number of hours of training per participant in 1999-2000 ... _____

Words that are underlined are defined at the beginning of this questionnaire.

12. To what extent do the following factors limit your school's efforts to reduce or prevent crime? *(Circle one response on each line.)*

Please have the principal respond here.

	Limit in major way	Limit in minor way	Does not limit
a. Lack of or inadequate teacher training in classroom management	1	2	3
b. Lack of or inadequate alternative placements/programs for disruptive students	1	2	3
c. Likelihood of complaints from parents	1	2	3
d. Lack of teacher support for school policies	1	2	3
e. Lack of parental support for school policies	1	2	3
f. Teachers' fear of student reprisal	1	2	3
g. Fear of litigation	1	2	3
h. Teacher contracts	1	2	3
i. Inadequate funds	1	2	3
j. Inconsistent application of school policies	1	2	3
k. Fear of district or state reprisal	1	2	3
l. Federal policies on disciplining disabled students	1	2	3
m. Other federal policies on discipline and safety	1	2	3
n. State or district policies on discipline and safety	1	2	3

Violent deaths at school and elsewhere

13. In 1999-2000, did any of your school's students, faculty, or staff die from violent causes (i.e., homicide or suicide, but not accidents)? Do not limit yourself to deaths occurring at school. *(Circle one response.)*

Yes 1
No ..... 2 ***If no, skip to question 15.***

14. Please provide the following information about the violent deaths that occurred. When counting deaths at school, please include violent deaths in school buildings, on school grounds, on school buses, and at places that are holding school-sponsored events or activities, even if those activities are not officially on school grounds. For this question, count deaths at school, regardless of whether they happened during normal school hours. If the incident occurred at school, but the person died later at a hospital or other location because of the incident, count the death as occurring at school. *(Write the number in each category.)*

Cause of death	Student	Faculty	Staff
Homicide			
a. At school	_____	_____	_____
b. Elsewhere	_____	_____	_____
Suicide			
c. At school	_____	_____	_____
d. Elsewhere	_____	_____	_____

The frequency of other incidents at schools

15. In 1999-2000, how many incidents at your school involved a shooting with intent to harm (whether or not anyone was hurt)? Please count the number of incidents, not the number of shooters or shots fired. Count only incidents that occurred at school. The same incident could be reported on both lines *a* and *b* below if both a student and a nonstudent performed a shooting during that incident. *(Write "0" if there were no shootings.)*

Incidents in which either students or nonstudents used firearms with intent to harm ..... _____

a. Incidents in which students used firearms with intent to harm ..... _____

b. Incidents in which nonstudents used firearms with intent to harm ..... _____

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16. Please provide the number of incidents at your school during the 1999-2000 school year using the categories below. *(Count all incidents, regardless of whether students or nonstudents were involved. Include incidents that happened at school, regardless of whether they happened during normal school hours. Count only the number of incidents, not the number of victims or offenders, regardless of whether any disciplinary action was taken. Write "0" if there were no incidents in a category. Count only the most serious offense when an incident involved multiple offenses. For example, if an incident included rape and robbery, include the incident only under rape. If an offense does not fit well within the categories provided, do not include it.)*

	Total number of incidents	Number reported to police or other law enforcement	Number that were hate crimes	Number that were gang-related
a. Rape or attempted rape	____	____	____	____
b. Sexual battery other than rape (include threatened rape)	____	____	____	____
c. Physical attack or fight				
1. With weapon	____	____	____	____
2. Without weapon	____	____	____	____
d. Threats of physical attack				
1. With weapon	____	____	____	____
2. Without weapon	____	____	____	____
e. Robbery (taking things by force)				
1. With weapon	____	____	____	____
2. Without weapon	____	____	____	____
f. Theft/larceny (taking things over $10 without personal confrontation)	____	____	____	____
g. Possession of firearm/explosive device	____	____	____	____
h. Possession of knife or sharp object	____	____	____	____
i. Distribution of illegal drugs	____	____	X	____
j. Possession or use of alcohol or illegal drugs	____	____	X	____
k. Sexual harassment	____	____	____	____
l. Vandalism	____	____	____	____

17. During the previous 2 school years, how many of the following incidents occurred at school, regardless of whether they happened during normal school hours or they were reported to police? *(See the instructions for question 16.)*

	1997-1998	1998-1999
a. Physical attack or fight (do not include rape or sexual battery)	____	____
b. Theft/larceny (taking things over $10 without personal confrontation)	____	____
c. Vandalism	____	____

18. How many times in 1999-2000 were school activities disrupted by actions such as bomb threats or anthrax threats? Exclude all fire alarms from your response, including false alarms.

Number of disruptions ..... ____

Disciplinary problems and actions

19. To the best of your knowledge, how often do the following types of problems occur at your school? *(Circle one response on each line.)*

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial tensions	1	2	3	4	5
b. Student bullying	1	2	3	4	5
c. Student verbal abuse of teachers	1	2	3	4	5
d. Widespread disorder in classrooms	1	2	3	4	5
e. Student acts of disrespect for teachers	1	2	3	4	5
f. Undesirable gang activities	1	2	3	4	5
g. Undesirable cult or extremist group activities	1	2	3	4	5

Words that are underlined are defined at the beginning of this questionnaire.

20. During the 1999-2000 school year, how available were the following disciplinary actions to your school, and which were actually used by your school? *(Circle one response on each line.)*

Actions taken for disciplinary reasons	Available, but not feasible to use	Available but not used	Available and used	Not available
Removal or transfer for at least 1 year				
a. Removal with no continuing school services	1	2	3	4
b. Transfer to specialized school for disciplinary reasons	1	2	3	4
c. Transfer to another regular school	1	2	3	4
d. Transfer to school-provided tutoring/at-home instruction	1	2	3	4
Suspension or removal for less than 1 year				
e. Out-of-school suspension or removal for less than 1 year				
1. No curriculum/services provided	1	2	3	4
2. Curriculum/services provided	1	2	3	4
f. In-school suspension				
1. No curriculum/services provided	1	2	3	4
2. Curriculum/services provided	1	2	3	4
Provide instruction/counseling to reduce problems				
g. Referral to school counselor	1	2	3	4
h. Assigned to program designed to reduce disciplinary problems				
1. During school hours	1	2	3	4
2. Outside of school hours	1	2	3	4
Punishment/withdrawal of services/other				
i. Kept off school bus due to misbehavior	1	2	3	4
j. Corporal punishment	1	2	3	4
k. Put on school probation with threatened consequences if another incident occurs	1	2	3	4
l. Detention and/or Saturday school	1	2	3	4
m. Loss of student privileges	1	2	3	4
n. Require participation in community service	1	2	3	4

Please have the principal respond here.

21. During the 1999-2000 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? *(If more than one student was involved in an incident, please count each student separately when providing the number of disciplinary actions. If a student was disciplined more than once, please count each incident separately (e.g., a student who was suspended five times would be counted as five suspensions). However, if a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling), count only the most severe disciplinary action that was taken.)*

Offense	Removals with no continuing school services for at least 1 year	Transfers to specialized schools for disciplinary reasons for at least 1 year	Out-of-school suspensions lasting 5 or more days, but less than 1 year	Other	No disciplinary action taken
a. Use of a firearm/explosive device	____	____	____	____	____
b. Possession of a firearm/explosive device	____	____	____	____	____
c. Use of a weapon other than a firearm	____	____	____	____	____
d. Possession of a weapon other than a firearm	____	____	____	____	____
e. Distribution of illegal drugs	____	____	____	____	____
f. Possession or use of alcohol or illegal drugs	____	____	____	____	____
g. Physical attacks or fights	____	____	____	____	____
h. Threat or intimidation	____	____	____	____	____
i. Insubordination	____	____	____	____	____
j. Other infractions (not including academic reasons)	____	____	____	____	____
k. **Total**	____	____	____	X	X

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22. Think of those times during the 1999-2000 school year that special education students committed an offense that normally would result in a suspension or expulsion of more than 10 school days for children without disabilities. Please enter the number of outcomes for each of those offenses, using the categories below.

	All such offenses	Only offenses involving drugs or weapons
a. Placement was changed (including a suspension or expulsion)		
1. After a due process hearing	____	____
2. After a court-ordered injunction	____	____
3. Without a due process hearing or court injunction (e.g., parents did not object)	____	____
b. Placement was not changed		
1. No due process hearing or court session was held (e.g., did not seek a change)	____	____
2. Due process hearing did not approve change	____	____
3. Court did not approve change	____	____

School characteristics

23. As of October 1, 1999, what was the total enrollment at your school? _____

24. What percentage of your current students fit the following criteria?

a. Eligible for free or reduced-price lunch _____%
b. Limited English proficient (LEP) _____%
c. Special education students _____%
d. Male _____%
e. Below 15th percentile on standardized tests _____%
f. Likely to go to college after high school _____%
g. Consider academic achievement to be very important _____%

25. How many classroom changes do most students make in a typical day? *(Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.)*

Typical number of classroom changes _____

26. How many paid staff are at your school in the following categories?

	Full time	Part time
a. Classroom teachers or aides (including special education teachers)	____	____
b. Counselors/mental health professionals	____	____
c. Special education teachers	____	____

27. How would you describe the crime level in the area(s) in which your students live? *(Choose only one response.)*

High level of crime 1
Moderate level of crime 2
Low level of crime 3
Mixed levels of crime 4

28. Which of the following best describes your school? *(Circle one response.)*

Regular school 1
Charter school 2
Have magnet program for part of school 3
Totally a magnet school 4
Other *(specify)* _____ 5

29. On average, what percentage of your students are absent without excuse each day? _____%

30. In 1999-2000, how many students transferred to or from your school after the school year had started? Please report on the total mobility, not just transfers due to disciplinary actions. *(If a student transferred more than once in the school year, count each transfer separately.)*

a. Transferred to the school _____
b. Transferred from the school _____

31. Please provide the following dates.

a. Starting date for your 1999-2000 academic school year ____/____/1999
b. Ending date for your 1999-2000 academic school year ____/____/2000
c. Date you completed this questionnaire ____/____/2000

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